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ABSTRACT

As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades six through eight synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

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CURRICULUM GUIDE

Language Arts
and Career Education
6-8

Cashmere - Peshastin-Dryden
Career Education Project
Cashmere, Washington

WORKING COPY

CAREER EDUCATION

THE COMPREHENSIVE CURRICULUM

Conducted Under
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Conducted in
The Cashmere and Peshastin-Dryden School Districts

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INTRODUCTION

The on-going curricular activities in the Cashmere and Peshastin-Dryden School Districts have had an increasing emphasis on career education since 1971, when three teachers developed an in-depth program of career awareness activities, which primarily communicated occupational information to ninety fourth grade students.

Involvement in such programs has steadily increased, to the point that all student have, in one form or another, taken part in career-related activities.

Continuation has had significant support from teachers, administrators, school directors and the community at large. Activity guides, developed by local classroom teachers during the 1973-74 school year for K-12 use, proved to be valuable teacher aids. Students were now being exposed to not only occupational information (career awareness), but to information and activities related to the seven other elements of career education (Self Awareness, Educational Awareness, Economic Awareness, Appreciations and Attitudes, Beginning Competency, and Employability Skills). They were also beginning to examine the relationship between such activities and the fifteen occupational clusters, established by USOE.

However, it became increasingly clear that in order to "get it all together", it would be necessary to add scope and sequence, thereby allowing all students equal and developmental exposure to career concepts as they progress through an established, on-going curriculum.

Career education had by this time, been judged an effective educational program by students, school personnel, parents, and members of the business community. Independent evaluative data also corroborated local observations and anecdotal information. If career education were to continue to hold high priority, the next logical step was to infuse it into every discipline area, K-12.

In order to have classroom teachers involved at every step of the infusion process, a three-year time line was developed. Such a plan would allow released time for significant numbers of teachers each year to be a part of the development of a goal-based system, beginning with Language Arts and Social Science the first year, Math, Science and Vocational Education the second year, and completing the process the third year with Foreign Language, Art, Music, Health and Physical Education.

The material presented in this guide has been developed during the first year of the three-year project, which will have as its finished product, a completely revitalized curriculum incorporating the concepts of career education into mainstream curricular activities.

The guide contains the contributions of classroom teachers from two school districts, so the reader may encounter some duplication. However, the complete programs for each district are contained in two separate sections for reader convenience and continuity.

There are seven documents which have been developed during the the 1975-76 school; Language Arts Curriculum Guides, K-5, 6-8 and 9-12; Social Science Curriculum Guides, K-5, 6-8 and 9-12; and a final report that includes evaluation data prepared by a third party evaluator.

All teachers of Language Arts and Social Science, grades 7-12 and a representative from each grade level K-6, from both districts, were involved in a five-day workshop prior to the opening of school in the Fall, and were each allowed eighteen released days throughout the school year for curriculum development activities. Broad program goals were stated for each academic area, followed by the development of course goals for specific course/grade levels. Performance objectives have traditionally followed course goals development. However, this curriculum utilized "indicators" of goal accomplishments, but not to the total exclusion of objectives. Sample activities and resources are included as suggestions for classroom implementation.

Reading is viewed locally as an integral part of the Language Arts program. In fact, because of the integrated teacher methods employed at the elementary level, and particularly in the primary grades, it is difficult to isolate specific subjects. For instance, career education concepts are incorporated into reading; reading skill development takes place during social studies, etc. Program goals have been established for reading. Teachers have begun course goals development, and will continue that process, probably throughout the life of this project. Therefore, the reader may encounter in this working copy, complete reading programs for some grade levels, and incomplete reading programs for other grade levels.

Career education concepts have been infused in various ways, dependent upon implementation methods of individual teachers. The reader may, therefore, find career education goals infused in specific categories, i.e., writing, speaking, history, geography, etc., or as a part of the on-going activities of an entire year's Language Arts or Social Science program.

The underlying purpose of this entire curriculum revision project is to offer students a program of studies that will allow them to examine the relationships that should and does exist between acacemic subject matter and the world of work, emphasizing the roles of people in all aspects of life. Students will, hopefully, come to regard education, not only as the vehicle by which one grows and matures in thought processes and knowledge content, but also will regard it as a useful tool to be utilized in one's career development process.

ACKNOWLEDGMENT

In addition to a myriad of resources which are continually being utilized during this project, it is appropriate to give special recognition to two primary sources which have added to the overall continuity of this program:

1. K-12 Course Goals in Language Arts produced by the Tri-County Goal Development Project. Multnomah County I.E.D., Portland, Oregon, with funding assistance through grants from the Oregon Board of Education, the Office of the Superintendent of Public Instruction, State of Washington, and the U.S. Office of Education, Department of Health, Education, and Welfare, 1973.
2. Developmental Program Goals for the Comprehensive Career Education Model (Preliminary Edition). Produced by the Center for Vocational Education, Ohio State University, Columbus, 1972.

Special appreciation is also expressed for the invaluable assistance provided by personnel from the following agencies:

1. Office of the Superintendent of Public Instruction, Olympia, Washington
   - a. Division of Curriculum and Instruction
   - b. Division of Vocational-Technical and Adult Education Services, Office of Career Education.
2. Center for Vocational Education, Ohio State University, Columbus, Ohio.

ACKNOWLEDGMENT - Continued

Finally, it is appropriate to give credit to those Cashmere and Peshastin-Dryden faculty members, without whose perserverance and commitment, these guides could not have been produced. It is our feeling that their contributions of time and talent are the unique factors that will make these guides a part of a useable curriculum.

CASHMERE SCHOOL DISTRICT

Bill Behler - Sixth Grade
Judy Cain - Middle School
Doris Rae Collins - Third Grade
Joy Deich - Middle School
Harriet Green - Second Grade
Majorie Jones - First Grade
Marie Kane - Fourth Grade
Kathy Lautensleger - Fifth Grade
Carol Loudon - High School
Vivian Moss - High School
Barbara Schmitten - Kindergarten
Frank Underhill - High School

PESHASTIN-DRYDEN SCHOOL DISTRICT

Elizabeth Crow - Second Grade
Janet Flagel - First Grade
Roberta Foster - Third Grade
Adele Fuhrer - Middle School
Dorothy Rogers - Fourth Grade
Marion Thies - Middle School
Justine Van Belkum - High School
Icyle Zediker - Kindergarten

Final compiling, editing and publishing activities were completed by the Career Education Staff, Cashmere, Peshastin-Dryden Career Education Project, Cashmere, Washington 98815.

CAREER EDUCATION PROGRAM GOALS

1. The student develops appropriate feelings toward self and others. (Appreciations and Attitudes)
2. The student knows himself/herself and develops a personal value system. (Self Awareness)
3. The student is able to use information in determining alternatives and reaching decisions. (Decision Making)
4. The student perceives the relationship between education and life roles. (Educational Awareness)
5. The student acquires knowledge of the wide range of careers. (Career Awareness)
6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment. (Economic Awareness)
7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior. (Beginning Competency)
8. The student develops social and communications skills appropriate to career placement and adjustment. (Employability Skills)

The outcomes for each of the eight elements are:

1. Appreciations and Attitudes ---------- Self Social Fulfillment
2. Self Awareness ---------- Self Identity
3. Decision Making ---------- Career Decisions
4. Educational Awareness ---------- Educational Identity
5. Career Awareness ---------- Career Identity
6. Economic Awareness ---------- Economic Understanding
7. Beginning Competency ---------- Employment Skills
8. Employability Skills ---------- Career Placement

PROGRAM GOALS

COURSE GOALS

STUDENT OBJECTIVES

Developed By

Cashmere School District

LANGUAGE ARTS PROGRAM GOALS
Cashmere School District

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

9. The student knows that language adapts to the needs of people through time.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the work is given meaning and shape by his/her language.

SPEAKING GOALS

Grade 6

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropraite feelings toward self and others.

5. The student acquires knowledge of the wide range of careers.

SPEAKING GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student knows that blending sounds too rapidly or sluggishly results in poor speech.	. . . can identify blending sounds and sluggish articulation in his/her own taped speech. . . . accepts constructive criticism from peers, regarding articulation quality.
4, 7	The student is able to avoid unnecessary pauses, both voiced and unvoiced.	. . . avoids using "uh" and "ah" in a speech. . . . avoids long lapses in speeches through proper preparation. . . . uses pauses in speeches only for effectiveness.
7	The student is able to project his/her voice appropriately for the speaking occasion.	. . . evaluates a tape recording of his/her speech. . . . can be heard at the back of the room by his/her classmates. . . . asks for and accepts feedback from students in the back of the room, regarding his/her voice projection.
10	The student is able to maintain good posture in sitting, standing, and walking.	. . . consistently corrects own bad posture. . . . asks for and accepts feedback concerning his/her posture.
7, 10	The student is able to improvise from a minimal situation.	. . . can, given one or two words, or a brief description of a situation, speak extemporaneously for at least a minute.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
5, 8	The student knows that his/her own interests and experiences are valid sources of speech topics.	The student . . . give a speech based on a personal experience. . . . relate ways he/she knows others are interested. (e.g., classmates pays attention, did not disturb speaker, asked questions of speaker).
10	The student is able to avoid disturbing mannerisms while addressing others.	. . . avoids rolling eyes, shuffling, fidgeting while speaking
4, 7	The student is able to restate what others in a group have said.	. . . can write a summary of a group discussion . . . can paraphrase a group discussion. . . . can give an oral report to the entire class of a small group meeting.
4, 5, 7	The student is able to apply the rules of courtesy in remarks whether or not he/she is in agreement with others in the group.	. . . refrains from derogatory statements, such as "your kidding", "are you crazy", etc. . . . avoids disrupting while others are speaking.
4	The student knows that criticism may be constructive or destructive.	. . . differentiates between constructive and destructive criticism. . . . can recognize criticism as constructive and/or destructive.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student is able to accept criticism and use it as a basis for improvement.	. . . accepts criticism without crying. . . . keeps a record of constructive criticism and personal improvement based on criticism. . . . sets new goals based on personal evaluation.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
5	The student will understand the relationship between success in occupations and related competencies, training, and learning experiences.	. . . can identify learned speaking skills in relation to specific occupations. . . . can role play situation when a break down of communication can lead to poor success in a job. (e.g., discourteous telephone operation).
5	The student will recognize the use of specific job-related competencies learned in and out of school to successful performance in a specific job.	. . . can identify a specific occupation and tell what communication skills are required. . . . can identify a specific job and discuss at least six communication skills learned out of school that are required on that job.
1	The student will recognize that to be tolerant does not require that he/she agree with the beliefs of other people	. . . can state personal beliefs on a topic. . . . listens to beliefs of others in a group. . . . is considerate of beliefs expressed by others.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student will recognize that there can be interpersonal relationships between persons with different skills and values.	The student . . . can act out a relationship between an employer and employee, a foreman and a worker, and two workers. . . . participates in a group discussion about specific skills required of a supervisor, a foreman and a worker.
1	The student will appreciate the rights and responsibilities of others	. . . can participate as a discussion leader. . . . can accept responsibility for leading a discussion. . . . avoids forcing personal opinions on other members of group. . . . participates in a group to identify and select criteria for responsibilities and rights of group members.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

7 The student knows that a speech topic should be important to both the speaker and the audience.

4, 8 The student is able to select or create criteria for evaluating his/her own and other's work.

SPEAKING GOALS

SAMPLE ACTIVITIES

- I. Speaking
  - A. Oral presentation (choral)
    - 1. Civic group
    - 2. Student body
  - B. Bock Reports
    - 1. Use of school library
    - 2. Use of County library
  - C. Reports from:
    - 1. Social Science topics
    - 2. Outdoor Education classes (field trips)
  - D. Discussion Groups

SUGGESTED RESOURCES

Audio Visual Materials E.S.D. #167

Making Sense of Sentences

Grammar Relays (use texts or related materials)

Orally reading sentences to hear proper word useage.

Subject and predicate of sentences

Verbs with helpers

Descriptive words

VALUING GOALS

Grade 7

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information throug purposeful and critical observation and listening.

9. The student knows that language adapts to the needs of people through time.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

VALUING GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4, 11	The student is able to analyze the appropriateness of his/her behavioral response to personal needs in terms of its impact on others and their needs.	The student . . . can identify behaviors related to his/her own needs. . . . can identify ways in which his/her own behaviors relate to the needs of others. . . . can state generalizations which he/she believes should limit or govern personal behaviors that affect others (The Golden Rule, etc.)
5, 9, 11	The student knows that conflicts between individuals and groups are often caused by communication problems (e.g., misinterpretations of the values and motives of others due to misunderstood language, gestures, cultural patterns, limited contacts).	. . . can give examples of a variety of communication problems (e.g., personal, group, cultural, etc.) . . . can suggest ways in which communication problems can be remedied to avoid or lessen conflict.
11	The student values a society in which means of communicating are generally available (including hardware such as telephone, television, printing, photography).	. . . can state the short and long term advantages and disadvantages of various modes of communication and medias. . . . can list criteria for "the good life" or good society. . . . generalizes ways in which the various media enhances the quality of life.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
5, 11	The student values a society which provides freedom to express and communicate facts, ideas, and opinions.	The student . . . accepts the expression of this value by others. . . . expresses this value. . . . identifies the value as his/her own. . . . acts upon the value and assigns it value in an hierarchy. . . . characterizes himself/herself as having this goal. (this is a sample of successive degrees of internalization of any value)
3, 5, 10	The student knows that in the broadest sense communication includes spoken and written language, nonverbal behavior, attitudes and uses of space and time, the arts, etc.	. . . can list sensory modes, media, and conventional forms by which information is acquired and processed by the individual ("input" systems).
11	The student knows that language provides a technique for grasping experience by segmenting, classifying, and labeling "things."	. . . can classify (words, things, ideas, etc.) and specify the organizing principle utilized. . . . can specify the critical attributes of words, concepts, etc. . . . can make generalizations as to how and why classifying categorizing, patterning and identifying critical attributes are useful in the transfer of learning to new uses, learnings, applications, etc.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student values self	The student . . . makes statements of his/her ability to do or accomplish tasks. . . . works with confidence and expresses ideas with conviction. . . . accepts criticism without affect. (5th level of internalization.) . . . can list a number of others who regard him/her as worthy. . . . identified himself/herself as a valuable member of various groups. (e.g., Boy Scouts, Little League, family).

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

1, 8 The student knows that propaganda is a means of persuasion, the value of which depends upon a person's point of view.

READING AND LITERATURE GOALS

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

READING AND LITERATURE GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 2	The student is able to make periodic predictions while reading, as an aid to comprehension.	. . . can read a paragraph and then check the sentence below it which best fits a probable outcome.
1	The student is able to use logical order in carrying out directions.	. . . can list oral directions in appropriate order. . . . can arrange a list of directions in proper sequence. . . . can perform a task according to a set of directions.
1	The student knows that an acronym is a word formed from the first letter or letters of several words.	. . . can write an acronym for each of the following organizations. a. American Management Society b. Washington Bicycle Association c. Seattle Council of Dog Trainers
1	The student is able to use a dictionary to identify the structure and meaning of a word.	. . . can write the definitions of ten words and can list the dictionary page on which they were found.
1	The student is able to choose the appropriate definition of a word to fit a particular context.	. . . can match an underlined word in a sentence to one of several dictionary definitions.
8	The student is able to distinguish variations of sound.	. . . can, either extemporaneously or while reading aloud a given passage, demonstrate variations in voice pitch, volume and distance.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student is able to recognize the rhyming sounds in words, phrases, and verses.	The student . . . can repeat the rhyming words from a poem read aloud by the teacher. . . . can read a poem aloud and identify the rhyming words.
8	The student is able to maintain an attention span that will allow understanding of stories and ideas told to him/her	. . . follows orally given directions. . . . can write a statement summarizing an article read aloud by the teacher.
1	The student is able to concentrate on ideas presented in picture or printed forms.	. . . can, after studying a picture or printed form, create a caption expressing his/her personal interpretation of the main idea being presented. . . . can name five universally identifieble points from a given picture or printed form.
1, 11	The student knows ways that liesure reading can expand and amplify his/her personal goals.	. . . chooses a library book to read and when completed gets up before his/her classmates and "sells" the book to them. . . . selects books of his/her own choice to read during free or leisure time.
1	The student is able to adjust reading rate to type of material, level of difficulty, familiarity.	. . . consistently reads text material at a slow rate, reads easy or familiar material fast.
1, 2	The student is able to distinguish fact and opinion in supporting details of a paragraph.	. . . can determine fact and opinion analizing written materials, discussing and summerizing.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can accurately place specific details gathered from a given paragraph in either a "fact" or "opinion" column.
1	The student is able to use a variety of reference works.	. . ., given a research assignment, utilizes the appropriate reference, i.e., dictionary for word definitions, encylopedia to locate population statistics, Atlas to locate distances.
2	The student is able to respect and value his/her own response to a literary work.	. . . does not hesitate to express his/her own responses to literary works.
2	The student is able to distinguish between fiction and non-fiction works.	. . . can state the difference between non-fiction and fiction as defined by consensus of most library classification schemes. . . . can give examples of both fiction and non-fiction works.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student knows that communication skills are necessary in all careers.	The student . . . can identify communication skills required of workers in several occupations.
8	The student knows that occupations have characteristic vocabularies (i.e., jargon).	. . . can state for at least six occupations, several words and/or phrases pertinent to those particular occupations.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
5	The student knows various vocational opportunities in language arts and communication fields.	The student . . . can list ten vocational opportunities in language arts and communication fields.
8	The student knows that listening skills are vital to safety, accuracy, efficiency, and effectiveness in the world of work.	. . . can state at least one way in which listening skills are vital to the safety of workers. . . . can state for at least five occupations, one or more ways in which listening skills are vital to accuracy.
5	The student knows that a wide range of careers relate to communication through printed medias.	. . . can list at least five careers that use communication through printed media. (e.g., writer, editor, proofreader, typist, publisher, literary agent.)
5	The student knows that a wide range of careers relate to communication through visual media.	. . . can list at least five careers that use communication through visual media. (e.g., announcer, actor, cinematographer, director, producer, script writer.)
2	The student will understand that he/she has a unique combination of interests.	. . . can list several personal interests. . . . can compare own interests with interests of peers in a small discussion group. . . . can discuss reasons for different interests. (i.e., do family interests, climate, geographic locations have influence?)
7	The student will develop skills necessary to locate and organize complex information.	. . . can list a variety of information sources.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued--		The student . . . can list what information can be gained in a library. . . . can discuss advantages/disadvantages of collecting information from various sources. (e.g., library books, field trips, resource person). . . . can organize information for a report from three different sources.
2	The student will become aware of the relationship between interests, aptitudes, achievements, and occupations.	. . . can identify own interests and abilities. . . . selects five occupations that relate to personal interests and abilities. . . . can state why the occupations relate to specific interests. (e.g., outdoor interest to forest ranger, science interest to horticulurist, writing ability to journalist).

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

1 The student knows the uses of utilitarian reading.

1, 8 The student is able to follow ideas presented in picture and printed form.

1, 2 The student is able to analyze the central conflicts in a literary work in order to understand how they affect the action and the character development.

ALL EXPOSURE GOALS--continued

1, 8 The student is able to analyze advertisments in terms of the attitude they create toward a product.

1, 2, 5 The student is able to analyze cartoons for their social and political statements and their portrayal of human idiosyncracies.

SAMPLE ACTIVITIES

I. Reading and Literature

A. Field Trips (library)

1. number of jobs available in large library
2. use of book catalogues and order books

Related activity - each student is given a $ limit and place an order for books he/she would like to see in the library.

B. Resource Personnel of Library

1. school librarian
2. public librarian
3. regional personnel

C. Research Skills

1. Student locates answers to given questions in reference books.
2. Student writes short reports from information found in reference books.
3. Student understand card catalog
4. Student understands how to check out books.

D. Choral Reading

1. Perform before civic group, nursing home residents.

SAMPLE ACTIVITIES--continued

E. Dictionary Skills

  1. alphabetization relays
  2. various word definitions to match words in context.

F. Listening Skills

  1. teacher oriented

  2. student oriented

G. Acronym list (contest between teams to make the longest list)

H. Homonyms list - (contest between teams to make the longest list.)

I. Synomyms list - (contest between teams to make longest list and accurate.

SUGGESTED RESOURCES

Films:

We discover the Dictionary
How to Read a Book
How to Study
Listening Skills and Introduction
How to Use the Reader's Guide
Know Your Library
Henry Wadsworth Longfellow

Field Trip:

North Central Regional Library

PERCEPTION GOALS

Grade 6

PROGRAM GOALS - LANGUAGE ARTS

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
5, 8	The student knows that people see things differently.	. . . can describe a concrete or abstract picture/object. . . . can compare descriptions with those of the members of a small group. . . . can list several different descriptions of some object or picture.
8	The student knows that the position of the observer influences the apparent shape of an object. (point of view).	. . . can describe the same object differently from different places in a room. . . . draws pictures of an object while viewing it from different places in the room.
8	The student knows that listening for a purpose contributes to the value and efficiency of the process.	. . . can list at least three situations where he/she listens for purpose (i.e., instruction for a test, instructions for field trip behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can state at least three facts gained from listening to an oral report.
11	The student is able to screen and select sounds for concentration.	. . . can select specific sounds from a variety of sounds. . . . discusses ability to study at home under both quiet and noisy conditions.

ALL EXPOSURE GOALS

The following language arts goal has been identified as an exposure goal. i.e., students are exposed to the concepts but proficiency is not expected.

8 The student is able to observe creatively (i.e., "see beneath the surface")

SAMPLE ACTIVITIES

1. Observe an activity around the school, and have each student describe it orally.
2. Have various students in different parts of the classroom describe a given object.
3. Read short articles from newspapers, magzines, etc. aloud then after taking no notes, have students answer pertinent questions on the subjects (Literary Skills)
4. During a given homework assignment have students listen to radio and/or TV, then analyze results.

SUGGESTED RESOURCES

Field Trips:

Street corner (considerable traffic)
Gas Station

Audio Visual Materials

Items for observation in room (e.g., projector, vase of flowers)

Reader's Digest
Grit Magazine

Radio - TV

WRITING GOALS

Grade 6

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

WRITING GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 5, 7	The student knows that there are various purposes for writing.	. . . can give examples of four purposes of writing. i.e., to inform, to explain, to entertain, to persuade. . . . can give several examples for each of the categories listed.
6, 7	The student is able to write in either first person or third person.	. . . can write a paragraph about a situation from the first person's point of view. . . . can write a paragraph about a situation from the third person's point of view.
7	The student is able to write a paragraph using a topic sentence which is supported and developed by the other sentences in the paragraph.	. . . can identify a topic sentence. . . . can support and develop a paragraph around a topic sentence.
7	The student is able to use margins and headings appropriately.	. . . can explain why margins are necessary in writing good letters. . . . consistently uses appropriate margins and headings in all school work.
6,7	The student is able to write captions for photographs and illustrations which give appropriate information within the constraints of allotted space.	. . . can write captions for photographs and illustrations in brief form to fit spaces. . . . can explain the relationship between the caption and the picture.
7	The student is able to write formal social communications.	. . . can, using established criteria, write a thank you note.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can, using established criteria, respond in writing to an invitation.
7	The student is able to write a social letter.	. . . can write a social letter using heading, greeting, body, closing and signature in proper form.
7	The student is able to make contractions of common verbs with "not".	. . . can identify the contractions of common verbs contained in a given word list. . . . can write contractions of common verbs. (e.g., haven't, don't, wouldn't, etc.).
1, 7	The student is able to use dictionaries without assistance to help him/her spell words correctly.	. . . chooses a dictionary to look up circled words mispelled on a spelling test. . . . uses a dictionary to look up words he/she is unsure of in reports instead of asking teacher/peer.
1	The student is able to perceive likenesses and differences in the spelling of words.	. . . can identify likenesses and differences in the spelling of words in a given list. . . . can categorize words according to likenesses and differences in their spelling.
7	The student is able to form plurals of words appropriately.	. . . can add s or es to singular nouns to form the plurals. . . . changes y to i before adding es when the word ends in y and is preceded by a consonant.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . adds an s to y when the word ending in y is preceded by a vowel. (i.e., berry; berries, turkey; turkeys) . . . writes the words sheep, deer, whoat, moose, etc., for both singular and plural forms.
7	The student knows that the syllables--able, -cly, -dle, -gle, -kle, -ple, -tle, -zle -- often consitute the final syllable of a word.	. . . constructs words from a list of syllables, by using able, cly, dle, gle, kle, at the end of appropriate words. (e.g., simple)
7	The student knows that when prefixes are added to root words, double letters occur if the last letter of the prefix is the same as the first letter of the root word.	. . . retains double letters in spelling a word such as "cooperate" when the last letter of the prefix is the same as the first letter of the root word.
7	The student is able to distinguish the affixes from the root parts of words.	. . . can separate words in a given list into columns headed "affixes" and "root words".
7	The student knows that in forming syllables, a single consonant between vowels usually goes with the second vowel.	. . . separates words by adding the single consonant that comes between vowels with the second vowel (e.g., de-bate).
1, 7	The student is able to use commas appropriately in his/her writing.	. . . uses a comma after the saluation of a friendly letter. . . . uses a comma after the complimentary closing of a letter. . . . uses a comma to separate items in a series.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . uses a comma before the words and, but, or, nor, for, and yet when they join main clauses.
1, 7	The student is able to use capitalization appropriately.	. . . capitalizes the first word in the greeting and the closing of a letter. . . . capitalizes references to a deity (e.g., God)
1, 7	The student knows an exclamation is followed by an exclamation mark.	. . . identifies sentences that are exclamatory. . . . places an exclamation mark at the end of an exclamatory sentence.

CE PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will identify school classes and activities that may relate to his/her use of time throughout life.	The student . . . can name six classes or activities and tell how these specific classes or activities can relate to post high school years.
4	The student will develop an understanding of the different types of educational preparation required for various occupations.	. . . can, as a result of outdoor education camp, identify six occupations related to the natural resource cluster, and list educational skills needed for each specific job.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can list similar preparation needed for a variety of jobs in natural resources cluster.
7	The student will develop additional communication skills.	. . . can write a set of interview questions . . . can interview a resource person about his/her occupation. . . . can give a report about information gained from a field trip. . . . can write a business letter to order materials. . . . can write a business letter to request information.
8	The student will recongize that some tasks must be done alone and some in groups or teams.	. . . can list tasks that can be done alone. . . . can list tasks that must be done with a group or a team. . . . reports on the accomplishment of a job alone versus working with others to accomplish the same job.
5	The student will understand the variety of occupations found in the world of work.	. . . can identify and classify local jobs. . . . can identify similar characteristics which apply to specific jobs. . . . can identify characteristics which differentiate jobs.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

6, 7, 11 The student is able to write letters to newspapers, businesses, and political figures to broaden his/her experience in writing to different people for a variety of purposes.

1, 7 The student is able to proofread his/her own writing to find words with omitted letters, letter reversals, improper endings, and questionable spellings.

7 The student is able to select and use a writing form (manuscript or cursive) appropriate to his/her writing task (e.g., manuscript for charts, maps, posters).

7 The student is able to use quotation marks appropriately.

SAMPLE ACTIVITIES

I. Unit on Letter Writing

A. Friendly letter writing

1. One letter every week to a friend, relative or pen pal. (on-going project)

a. heading
b. greeting
c. body
d. closing
e. signature
f. forward
  1) margins
  2) penmanship
g. envelope
h. fold of letter

B. Business Letters

1. Order items from a company (on-going project)
2. Request information from a company (on-going project - Social Science)
3. Utilize newspaper (claims lost and found) A 5.7

SAMPLE ACTIVITIES--continued

C. Letters of Invitation (on-going project)

  1. school functions
  2. chaperone (field trips)

D. Letter of Thanks (on-going project)

  1. parents who chaperone
  2. resource people
  3. donations of materials

E. Field trips

  1. local business to observe role of secretary

     a. letter writing (communication) - (form, spelling, penmanship, accuracy and use of dictionary)

     b. completing forms

     c. job qualifications

  2. Local business to observe role of owner and/or manager

     a. personal applications (letter)
     b. dictating letters to secretary
     c. interest in his/her work.
     d job qualifications.

  3. Post Office

     a. need of proper form
     b. need of good penmanship
     c. need good Zip Coding
     d. observe handling of mail
     e. job qualifications

SAMPLE ACTIVITIES--continued

F. Reports

1. Write a report on the life of a famous writer.
2. Write articles for newspaper from activities taking place in class.
3. Notes on Outdoor Education Camp.

G. Field Trips

1. Newspaper Office (plant)
    a. Tour the entire plant and observe the various jobs available
    b. Discuss job possibilities of reporters
    c. Editing department
    d. Proofreading department, etc.
2. W.V.C.
    a. visit with an author of text book (if available). Brown (geology of Northwest)
3. Mission Creek H_2O shed
4. Kirk's Tree Nurery
5. Pack River Lumber Mill
6. Hydrology Lab
7. Cedar Green Foods

H. Creative Writing (own choice)

1. oral presentation
2. plays (Christmas)

I. Spelling

1. Use of Dictionary
2. Activities
    a. board work - (football games, basketball games, baseball game, relay races) anagrams, crossword puzzles, vocabulary match-up game

SAMPLE ACTIVITIES--continued

J. Grammatical Structure

  1. Use of text - Helping words
  2. Use of subject and predicate

SUGGESTED RESOURCES

A. Resource Personnel

  1. free-lance writer to speak to class
  2. Newspaper person to speak to class

B. Audio Visual Materials (E.S.D. #167)

  1. Build Your Vocabulary Page 30 #3035
  2. English Language: How It Changes Page 44 #1069

SPELLING GOALS

Grade Seven

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student is able to perceive likenesses and differences in the spelling of words.	The student . . . lists words from a group of words according to likenesses or differences.
1, 7	The student is able to use dictionaries without assistance to help him/her spell words correctly.	. . . uses the dictionary to correct mis-pelled words in his/her written work.
7	The student is able to form the plural of numbers and letters by adding apostrophe's(e.g., "There were four 5's in the deck")	. . . forms plurals and adds apostrphies correctly in a list of words, and in any given sentences and paragraphs.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student is able to form the plural of regular nouns by adding s or es as is appropriate.	. . . forms plurals correctly in a set of sentences. . . . forms plurals correctly in his/her own writing.
7	The student knows that some nouns have the same spelling for both singular and plural forms.	. . . writes correct plural noun forms on the board. . . . does not add "s" to some nouns to form a plural (e.g.,sheep, wheat, moose, deer, etc.)
7	The student knows that when words end in y preceded by a consonant, the y is changed to i before adding es, and words ending in y preceded by a vowel retain the y and s is added (e.g., berry, berries; turkey, turkeys).	. . . consistently uses correct plural endings in his/her own writings. . . . chooses words from a list of words that change y to i and retain the y before adding s.
7	The student is able to use the following word endings: ing, ed, and s appropriately to indicate forms of verbs.	. . . chooses the correct endings for specific verb forms. . . . uses correct verb forms in his/her own writing.
7	The student knows that prefixes and suffixes constitute separate syllables.	. . . can clap or tap the syllables in a word. . . . can separate the prefixes and suffixes in words from other syllables.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student knows that every syllable must contain a vowel.	. . . categorizes syllables and noun syllables from a list.
7	The student is able to divide words into syllables between double consonants or between two consonants (e.g., al-low).	. . . can divide words correctly into syllables. . . . uses correct word divisions in his/her writing.
7	The student is able to use appropriately the standard abbreviations.	. . . uses appropirate abbreviations for dates and time measurement in his/her own writing.
1	The student is able to recognize the letter(s) omitted in a contraction.	. . . tells what letters have been omitted from a given word list.
1	The student is able to proofread to correct spelling.	. . . proofreads his/her own writing and/or that of others, making appropriate notations for spelling corrections.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will recognize the relationship between educational achievement and occupational environment	. . . discusses skills regarding his/her educational development with reasonable accuracy.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will become aware that proficiency in certain subject areas is necessary to enter certain occupations.	The student . . . lists several careers that require skills in spelling.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
1. Written lessons from textbook. 2. Oral lessons. a. teacher explanations b. student learning games 1) spelling contests (individuals) 2) spelling baseball (teams) 3) spelling races (rows) 3. Tests Tests over the words given for study. 4. Proofreading a. proofreading own work. b. proofreading samples given 5. Dictionary study a. dictionary review b. dictionary games c. written lessons using the dictionary. 1) locate words given and find the meaning 2) use the dictionary to correct samples given (as in letter writing).	Spelling lists and books Speakers

6. Word division, prefixes, suffixes

   a. oral discussions and lessons.
   b. Written lessons from textbooks and teacher made lessons.

7. Resource Speakers

Ask the writers who speak on writing as a career to emphasize the importance of spelling.

WRITING GOALS

Grade Seven

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed materials needed to succeed in his/her educational, vocational, and social interests and inquiries.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech sppropriately to assure accuracy and clarity in communication.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

WRITING GOALS

Grade 7

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1, 5	The student knows that there are various purposes for writing including: (1) to inform, (2) to explain, (3) to entertain, (4) to persuade.	The student . . . can, from appropraite writing segments, identify the author's purpose(s) (1) for statements, (2) for paragraphs (3) for longer passages. . . . can give examples of (1) statements, (2) paragraphs, (3) longer passages that would be appropriate to each purpose for a given topic.
7	The student knows that the choices the writer makes are contingent upon his/her perception of his/her purpose and his/her audience.	. . . can, from a passage or writing segment, identify the author's purpose(s).
7	The student is able to choose language that is appropriate for the purpose and audience for which he/she is writing.	. . . can specify ways in which audience and pupose may shape the message. . . . can write appropriately to a given topic for two distinct audiences. . . . can write appropriately to a given topic for two distinct purposes for the same audience.
6,7,11	The student is able to write out of his/her own experience, internal as well as external.	. . . can give the characteristics of internal and external experience. . . . can generalize as to when writing from internal or external experience is most appropriate or effective. . . . can write about a topic or situations as internally experienced and objectively experienced through the senses.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
6, 7	The student is able to develop a theme by ordering events chronologically.	. . . chooses a theme, and writes a narrative story in chronological order.
6	The student is able to write animal stories.	. . . can write a fable, a myth or another imaginative story with animals characterizing humans.
6	The student is able to write a tall tale.	. . . can write a tall tale using a hero type person with exaggerated characteristics of size, endurance, actions, speech, or importance.
7	The student is able to write sentences omitting constructions that are frequently inappropriate.	. . . corrects given sentences. . . . writes a good creative story from a paragraph containing inappropriate constructions. . . . can correct, i.e., run-on sentences, sentence fragments and faulty tense changes.
6, 11	The student is able to write a narrative based partly upon his/her own experience.	. . . Can write a narrative, fictionalizing on a personal experience. . . . can write a story based on "What I did last summer", etc.
6	The student is able to write a short story.	. . . can write a short story with one well-developed character. . . . can write a short story using descriptive and narrative paragraphs. . . . can write a short story using elements of surprise and suspense.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student is able to select and use a writing form (manuscript or cursive) appropriate to his/her writing task.	The student . . . can, given a choice, use manuscript writing for chart and maps. . . . makes a poster using manuscript writing.
7	The student is able to write a social letter.	. . . uses an appropriate heading for a social letter. . . . can write a social letter that contains an appropriate greeting, body, closing and signature.
7	The student is able to write business letters.	. . . can write a business letter which contains an appropriate heading, inside address, salutation, body, closing, signautre and enclosure notation.
7	The student is able to write a unified paragraph or paper on a given topic in which he/she includes his/her own ideas plus ideas from more than one other source.	. . . writes a paragraph including his/her own ideas plus ideas from more than one other source.
6, 11	The student is able to express himself/herself in poetry.	. . . writes poetry using his/her personal feelings and observations.
1, 7	The student is able to apply capitalization rules when appropriate in his/her writing.	. . . capitalizes - a) the first word in a sentence, b) the first work in a direct quotation, c) the first word of the closing of a letter, d) the letters of specific courses, 3) the first word in a line of poetry, f) references to a duty, g) thepronoun I, h) the names of months and holidays, i) a person's title.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1, 7	The student is able to use appropriate punctuation in his/her writing.	The student . . . demonstrates punctuation knowledge by using: a. a period at the end of a statement. b. a period at the end of an abbreviation. c. a question mark at the end of a question. d. an exclamation mark at the end of an exclamation. e. a hyphen to divide a word at the end of a sentence.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will recognize the necessity for a variety of communication skills.	The student . . . can tell which medium is best for a particular message. . . . can choose the best medium for his/her purpose. . . . can, for a list of varied messages, identify an appropriate medium for each.
4	The student will become aware that proficiency in certain subject areas is necessary to enter certain occupations.	. . . can,from a list of specific occupations, identify the communication skills required by each.

WRITING

SAMPLE ACTIVITIES

I. Creative story writing

   A. Tall-tale writing

      1. Students read tall-tales and discuss in class
      2. Student write tall-tales.
      3. Share stories with the class.

   B. Fables

      1. Read some fables to the class. Discuss and explain.
      2. Listen to tapes of fables and discuss in class.
      3. Students share fables they find.
      4. Write own fables to share with class.

   C. Myths

      1. Greek myths

         a. Read Greek myths and discuss. Have important parts read aloud. Students give own ideas as to the meanings in light of the Greek culture.

         b. Draw illustrations of myths of own choice.

      2. Norse myths

         a. Read Norse myths.

         b. Read a Norse myth to class and discuss meaning and beliefs of the Norse men.

         c. Students write a paper comparing the Greek and Norse myths.

      3. Students write own myths and act them out.

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Continued

D. Narrative

1. Students write own narratives based partly on own experiences.

    a. Story starters (examples). Choose three unrelated objects and put them together in a story. (e.g., balloon, bubbles, bracelet, shell, etc.).

    b. Write a story telling of experiences had when lost in the jungle with only the clothes on your back and a knife. (e.g., How did it happen? What experiences did you have? How did you get back to civilization?)

    c. Tell what happened the day the lights went out every time the water was turned on.

II. Poetry Writing

A. Limericks

1. Read limericks and explain what limericks consist of, pattern, etc.
2. Class make up limericks together and put on chalkboard.
3. Students write own limericks for class booklet.

B. Haiku

1. Read some haiku to the class.
2. Discuss hiaku. Origin, meanings, how written, etc.
3. Students write own haiku for class booklet.

C. Poetry writing

1. Read several types of poems (e.g. odes, sonnets, modern, etc.)
2. Students share poems they particularly like and enjoy.
3. Add any poems written to the class poetry book.

Continued

III. Sentence and paragraph writing

A. Sentences

1. Correct sentences given (fill in correct word, etc.)
2. Write sentences for specific purposes. (four kinds of sentences, etc.)
3. Punctuate sentences given.

B. Paragraphs

1. Correctly order sentences in a paragraph.
2. Write paragraphs expressing own ideas and feelings on a chosen subject.

C. Employability skills

1. Discuss the importance of developing writing skills for employment in various career areas. (Let students ask the level of skill for specific careers.)

IV. Letter Writing

A. Social letter writing

1. Show examples of good form in social letter writing. (Overhead Proj.).
2. Learn the parts of a social letter.
3. Write a social letter to a friend or relative.
4. Choose a town on the map (U.S.) and write to the seventh grade teacher (Language Arts) asking for a pen pal. Mark the towns chosen on the map. May share letters returned. Mark the spot on the map with student's name or original symbol when he brings a letter to share.

B. Thank you letters

1. Discuss thank-you letters.
2. Write a thank-you letter to a resource speaker thanking him/her for speaking to the class

C. Business letter

1. Show examples of good business letters to class with the overhead.
2. Write a letter to a business requesting information, free literature, etc.

V. Penmanship, printing, and labeling

A. Penmanship

1. Test for penmanship errors.
2. Practice papers for making letters correctly.
3. Encourage good penmanship in all writing.
4. Extra practice for those who need it.

B. Printing

1. Make a well-printed student-body campaign poster.
2. Make creative and neatly printed posters for a candy sale. (or other money making project)

C. Labeling

1. Correctly label maps and charts. (Correlated with Social Studies)

VI. Writing for a purpose

A. Read a selection and tell why the author wrote as he/she did. (From seventh grade textbook)

B. Write a story for a particular audience. (Peers, adults, etc.).

C. Write a paragraph telling why an author wrote as he/she did. (His/her views, style, etc.). (Twain and/or Kipling).

SAMPLE ACTIVITIES

PUNCTUATION ACTIVITIES

I. Discussions and oral lessons

   A. Teacher directed; on punctuation marks; why use them, etc. Also on the importance of using correct punctuation.

II. Written lessons from textbook.

III. Correcting sentences on chalkboard.

IV. Letter writing and punctuation.

V. Correcting paragraphs given.

VI. Creative writing--punctuate correctly to give clear meaning.

VII. Read aloud sentences showing by voice whether the sentence is a statement, a question, or an exclamation.

SUGGESTED RESOURCES

Books, stories, poetry, textbooks

Teacher-made story starters

Filmstrips

Resource speakers

Field trips

SPEAKING GOALS

Grade 7

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialiects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

SPEAKING GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student is able to articulate sounds and words clearly to achieve intelligible speech.	. . . can make appropriate articulation corrections as a result of evaluating a taped speech he/she has made. . . . can repeat tongue twisters . . . can repeat popular slogans
7	The student is able to control inhalation and exhalation properly to aid vocal comfort and effectiveness.	. . . gives a demonstration to the class controlling inhalation and exhalation.
7	The student is able to maintain a pleasing vocal quality avoiding breathiness, harshness, shrillness, nasality, etc.	. . . evaluates a taped speech he/she has made. . . . gives a speech in a pleasing voice. (as evaluated by an audience).
7	The student is able to project his/her voice appropriately for the speaking occasion (e.g., class, play).	. . . is heard at the back of the room according to evaluations by audience members.
4, 7	The student is able to avoid [illegible] unnecessary pauses, both voiced ("uh") and unvoiced.	. . . speaks without excessively using expressions such as "uh", "you know", "he goes", etc. . . . uses pauses appropriately; to collect thoughts when an ideas is temporarily forgotten.
10	The student is able to avoid disturbing mannerisms while addressing others	. . . avoids rolling his/her eyes, shuffling and fidgeting while speaking.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . speaks "to" the audience; maintains appropriate eye contact.
10	The student is able to maintain good posture	. . . sits, stands and walks appropriately while speaking.
10	The student is able to use gestures that are natural, appropriate, and effective.	. . . uses hands to indicate size in telling a story. . . . can give examples of gestures used by TV personalities and discuss their relative effectiveness.
4, 7, 8	The student is able to retell a story based upon what he/she has seen, thought, heard or read.	. . . can create and tell a fictional story. . . . can, with reasonable accuracy, paraphrase a story read aloud by another person. . . . summarize for others, a book(s) he/she has read.
4, 7	The student is able to use special voice techniques effective in storytelling.	. . . tells a story with expression. . . . holds the interest of the audience while telling a story. . . . uses the techniques of impersonation, varying pitch and role variations in telling a story.
7	The student is able to establish a relationship with his/her audience.	. . . can build interest, and trust along with a climate appropriate to a speech topic, and by doing so can successfully hold audience attention.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student knows that it is the reader's responsibility to impart accurate meaning and moods by effective use of his/her voice.	The student . . . can hold audience attention while reading aloud, established techniques of voice effectiveness, i.e. volume, inflection, tone, etc.
7	The student knows ways that listeners give the oral reader clues as to his/her effectiveness, both auditory (e.g., laughing, clapping, sighing) and visual (e.g., movement, facial expression).	. . . can alter oral reading patterns as a result of being alert to audience reactions. . . . can relate personal feeling concerning audience reaction during his/her oral reading delivery. . . . can enumerate indications of positive and/or negative audience response during oral reading delivery.
7, 10	The student is able to plan scenes of a familiar story and take part in presenting them in a largely extempore dramaization.	. . . can role play various parts of a story.
4, 7, 10	The student knows that face-to-face communication involves interaction between speaker and listener, including eye contact, nonverbal expressions, responses, etc.	. . . can show by his/her actions, gestures and eye contact that face-to-face communication involves interaction between speaker and listener.
4, 7	The student knows the basic elements of courtesy desirable in person-to-person conversation, group conversation, and telephone conversation.	. . . does not interrupt others. . . . holds questions until the appropriate time. . . . role-plays telephone conversations, demonstrating appropriate telephone manners.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4, 7	The student is able to "stick to the point", keeping his/her remarks relevant.	. . . speaks without irrelevant remarks, unimportant details, going off on a tangent, etc.
4, 7	The student is able to summarize the main points of the discussion and the resulting decisions if there were any.	. . . summarizes, orally and/or in written form, the main points of a discussion.
4, 7	The student is able to ask questions in discussion to clarify meaning, extend information, or assist reasoning.	. . . asks appropriate questions during discussions. . . . can paraphrase to indicate understanding of another member in a discussion group.
4	The student knows the responsibilities of the discussion participants including: (1) to be well prepared, (2) to be attentive, (3) to be open-minded, (4) to make meaningful contributions.	. . . holds questions until appropriate time. . . . is well prepared and can state his/her ideas clearly. . . . does not interrupt others.
7, 8	The student is able to plan and conduct productive interviews for various purposes.	. . . interviews a person for a specific purpose and writes the results of the interview.
7, 8	The student knows the responsibilities of the courteous interviewee.	. . . lists and discusses ways an interviewee indicates politeness to the interviewer.
5, 8	The student knows that his/her own interests and experiences are valid sources of speech topics.	. . . can give a speech about a personal interest or experience.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student knows that a speech topic should be important to both the speaker and the audience.	. . . chooses topics for speeches that are interesting to him/her and the audience
5, 7	The student knows limitations to consider in choosing a topic: taste, ability, interest, available resources of time and inforamtion, etc.	. . . chooses a topic appropriate to the time, audience, interest and available resources.
7	The student knows that a demonstration speech is a kind of informative speech where "how to" do something is explained, usually with visual aids.	. . . the student uses visual devices when giving a demonstration speech.
7	The student knows that a general topic must be narrowed and refined into a specific subtopic suitable for the length and purpose of the speech.	. . . can narrow a topic to appropriate length for the purpose of the speech.
7	The student knows that every speech has an introduction, body and conclusion.	. . . writes his/her speech labeling the three parts. . . . uses an introduction and conclusion in his/her speeches.
7	The student knows that the introduction captures the listener's attention and gains good will.	. . . captures audience attention with an interesting introduction, i.e. startling fact, joke, anecdote, etc.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
3	The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.	. . . selects several speech topics, chooses one, outlines a time line for research, then prepares a speech.
2	The student will use his/her interests to explore career information.	. . . locates information relevant to his/her interests.
2	The student will become aware of the importance of hobbies, academic achievements, and athletic abilities in making choices about future occupations.	. . . can give a speech relating his/her interests and abilities to a specific occupation.
3	The student will demonstrate his/her understanding that interests, aptitudes, skills, physical characteristics, educational achievements, adjustive behavior, needs, and relationships with other people influence decisions.	. . . can cite examples of decisions being changed by influence of peers. . . . can cite examples of decisions being changed by influence of other adults.
2	The student will learn about himself/herself in relation to his/her culture through understanding and experiencing roles.	. . . can relate in a discussion how she/he contributes in specific groups; Boy Scouts, church groups, etc. . . . can accept responsibility in a working class group. . . . can accept a task and follow through to completion.
4	The student will become aware that proficiency in certain subject areas is necessary to enter certain occupations.	. . . can match skills in various academic subjects to specific occupations.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1	The student will appreciate that to be tolerant does not require that he/she agree with another's beliefs.	. . . can state personal beliefs to others. . . . does not ridicule statements made by others concerning their personal beliefs.
1	The student will recognize that there can be interpersonal relationship between persons with physical differences or differences of opinion.	. . . participates in large and small group concensus decision activities. . . . does not ridicule persons who have handicaps.

SAMPLE ACTIVITIES

I. Classroom discussions

  A. Formal discussions

    1. Elements of a good speech.

      a. Introduction, body, conclusion.
      b. Narrowing a subject
      c. Use of visual aids
      d. Appropriate gestures
      e. Appropriate voice level for a situation.

  B. Informal discussions

    1. Classroom discussion of what kind of project to have to earn money to buy classroom games. (Word games).

    2. Groups of three students write summaries of the discussion.

    3. Spokesman from each group tell how his/her group feels about it.

    4. Class votes on project.

B. Informal discussions - Continued

5. The class will then make posters to advertise product.

6. The class will sell product.

7. A group of students will count the money earned and one student will give a report on the outcome of the project.

8. Games bought will be determined by classroom discussion and voting.

9. A committee will buy the games.

II. Telephone conversations

A. Discuss how to use the telephone, rules of courtesy, etc. (review)

Discuss ways in which people use the phone, at home, at work, etc.

B. Students act out telephone conversations.

1. Friendly calls
2. Business calls

III. Poetry and Choral Speaking

A. Poetry

1. Teacher reading poems to the class to show different types.

2. Students may share poems they especially like and enjoy.

3. Students read poems they have written.

B. Choral Speaking

1. Read through choral speaking poems with the class and discuss the ways they should sound.

2. Students participate in group and solo parts in choral readings.

3. Learn poems to present to a grade school class.

IV. Classroom demonstrations and reports

A. Demonstrations

1. Classroom lessons and discussions

2. Students prepare and give demonstrations of their own hobbies or other interests. Use of visual aids is encouraged.

B. Interviews and Reports

1. Students interview a person with a career they find interesting.

2. Students give a summary of the interview to the class.

V. Drama

A. Classroom skits

1. Each group of five students is given a paper sack with five objects in it. They are to each use one of the objects in presenting a short skit.

2. The class is divided into three groups and each group writes a script for a classroom playlet. They may have two practices and then present the playlet to the class.

B. Plays

1. The class votes on a play which has a large enough cast for everyone to have a part or chooses two or three shorter (one act) plays.

2. Students may try out for the parts and are chosen by the teacher.

3. When all characters are chosen the parts are learned and practices are held.

4. Plays are presented to the other 7th grade classes.

VI. Speaking as a Career

A. Discuss how speaking is important in careers.

B. Resource speakers

1. Radio announcer from KPQ or KUEN

SUGGESTED RESOURCES

Resource Speakers: Radio Announcer

Various plays

READING AND LITERATURE GOALS

Grade 7

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.
2. The student responds to language in subjective, analytic, and evaluative ways.
3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.
4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.
5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.
7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.
8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.
11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.
2. The student knows himself/herself and develops a personal value system.

READING AND LITERATURE GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to recognize root or base words.	. . . can, from a list of multi-syllable words, identify root words, where appropriate.
1	The student is able to decode compound words in his/her reading.	. . . can, from a list of compound words, identify smaller words within each compound word.
1	The student is able to interpret the meaning of a word from the way it is used in a sentence.	. . . can explain the meaning of an unfamiliar word, in a given sentence.
1	The student is able to combine structural and phonetic analysis with context clues to determine the meaning of unfamiliar words.	. . . can pronounce an unfamiliar word correctly within the context of a given sentence. . . . can give the meaning of an unfamiliar word within the context of a given sentence.
1	The student is able to choose the appropriate definition of a word to fit a particular context.	. . . can, for a given word, select an appropriate meaning from the dictionary.
1	The student knows that homonyms are words which have the same pronunciation but different meanings and spellings.	. . . can, for each homonym in a given list, give an accurate meaning for each.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to use synonyms, homonyms, and antonyms to increase his/her vocabulary and to make meanings more precise.	. . . reviews and emphasize
	The student knows that anonyms are words whose meanings are opposite.	. . . reviews and emphasize
	The student knows that a synonym is a word that has the same or nearly the same meaning as another word.	. . . reviews and emphasize
1	The student is able to select details related to characters, setting, and events.	. . . can describe a character from reading (i.e. age, sex, type of clothes, color hair, eyes, etc.)
		. . . can draw a picture of a setting in a story using given details.
		. . . can describe an event from a story (i.e., party, battle).
1	The student can follow from memory, directions which were read.	. . . can complete a task after reading instructions.
1, 2	The student is able to classify a statement as fact, inference, or value judgment.	. . . can categorize a list of statements under the appropriate heading.
1, 2	The student is able to distinguish fact and opinion in supporting details of a paragraph.	. . . can identify several facts from a given paragraph.
		. . . can identify opinion statements from a given paragraph.
1, 7	The student is able to read a selection fluently with expression.	. . . can read aloud a given selection using appropriate voice and facial expressions.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to gain occupational information by reading.	. . . can identify an occupational interest area. . . . can locate written information regarding that interest area. . . . can share information gained about that specific occupation with others.
1	The student knows that it is possible to satisfy his/her curiosity by reading for information.	. . . voluntarily chooses reading as a method of gathering information. . . . can locate reading material, appropraite to the information needed to be gathered.
1	The student knows that he/she may select printed material which instructs him/her in practical skills.	. . . can locate "how to do" information. (e.g., gardening, mechanics, athletics, needlework, cooking, etc.).
1	The student knows that different periodicals have distincly different purposes.	. . . can locate an appropriate periodical for a specific purpose. . . . can identify appropirate information from a specific periodical.
1	The student is able to identify and use appropriate library resources in research.	. . . can write a research paper using information gained from more than one library resource.
1	The student is able to skim read over a passage.	. . . can skim read a given passage and identify its main theme. . . . can skim read a given passage and identify specific facts and significant details.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 11	The student knows that literature encompasses a wide variety of subject and interest areas.	. . . can identify literature in which he/she may find information. . . . can identify literature that creates a mood of relaxation. . . . can identify literature that he/she finds challenging.
1, 11	The student knows that reading is a source of pleasure which can be at his/her command as opposed to scheduled forms of entertainment.	. . . can role play a situation showing reading to be a source of entertainment. . . . can relate times, places he/she can read. (e.g., in a car, on a plane, evening, upon waking, school bus).
1, 11	The student knows that reading provides vicarious experience.	. . . can relate experiences of literary characters. . . . can role play how the character acted and felt in given situations.
1, 2, 3	The student is able to use reading to identify the values of others.	. . . can, from a variety of selections, identify values of the main characterrs or of the author.
1, 11	The student is able to select books at an appropriate reading level for his/her needs.	. . . chooses books on his/her own reading level. . . . reads books about people who have the same kinds of problems and situations.
1, 4	The student is able to share his/her reading interests and experiences with others.	. . . gives a book review to the class. . . . discusses articles he/she has read with a small group . . . gives a speech attempting to persuade peers to read a particular book.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMACE OBJECTIVE
1	The student is able to concentrate on ideas presented in picture or printed forms.	The student . . . can "tell about" a picture or story giving a personal interpretation of what's happening, how the characters feel, etc.
1	The student is able to order objects or characters according to their appearance in a story.	. . . can accurately number the sequence of events in a given story.
1	The student knows the location and use of print and nonprint materials related to literary response (e.g., card catalog: "English Literature--History and Criticism"; SUBJECT GUIDE TO BOOKS IN PRINT: "English Literature--History and Criticism", READER'S GUIDE: "English Literature," "Literary Criticism"; LEARNING DIRECTORY: "Literature--Critical Analysis," "Literature, English, Criticism").	. . . can, from a list of literary categories, identify appropriate sources of information for each item. . . . can describe procedures to be used for locating needed information.
2	The student is able to support a subjective response (i.e., explain why the book was liked or disliked--beyond the "It was dumb" level).	. . . can verbalize a personal and consistent set of criteria, defining his/her personal preferences. . . . can cite characteristics of the book relating to his/her personal criteria. . . . can support preferences by arranging criteria into an appropriate hierarchy.
2, 3	The student is able to elaborate a response through imaginative speculation about "what might have been," thus creating a kind of active empathy with the book	. . . can identify critical attributes of characters/situations that would project to other times and/or situations.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2, 3, 11	The student is able to come to a deeper understanding of self and others through the empathetic and active reading of literature.	The student . . . can list the basic drives and motivations of literary characters. . . . can identify the values underlying the conscious and unconscious choices of each character. . . . can list the hierarchy of values of various characters and identify consequent sources of conflict. . . . can suggest probable consequences of various value systems and make comparisons to his/her own values and life-style.
2, 11	The student is able to cope with conflicts by identifying with fictional characters in reading and learning from the fact that they share conflicts, characteristics, attitudes and needs.	. . . can identify personal conflicts, attitudes and needs, and relate similarities to those of literary characters. . . . can relate how the actions of a literary character helped him/her solve a personal conflict.
2	The student is able to distinguish between fiction and nonfiction works.	. . . can categorize a listing of literary works under fictional and nonfictional headings. . . . can, from a TV Guide, categorize programs under fictional and nonfictional headings.
2	The student is able to analyze the manner in which a theme of a literary text is developed by characterization, action, setting, and point of view.	. . . can identify a theme from a given story. . . . can explain how a literary setting may have influenced actions of the characters. . . . can give a personal interpretation of the relationship of the author's point of view and a major theme of a given literary work.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
3	The student knows that people of various cultures often express identifcal emotions and universal concerns in their literature.	The student . . . can select several different emotions and universal concerns found in the literature of various cultures. (e.g., death, lonliness, war, famine, drought). . . . can identify the ways in which authors from various cultures deal with universal concerns.
2, 5	The student is able to establish personal criteria for the selection of reading material.	. . . compiles a list of personal criteria for selection of his/her personal reading material. . . . discusses criteria with librarian, teacher and/or classmates. . . . selects literature/reading material based on personal criteria.
2	The student is able to analyze a character in a literary work through what he/she says.	. . . can describe a character from a literary selection by what the character says and does. . . . can describe a character by what the narrator tells the reader about him/her. . . . can describe a character by what other characters say about him/her.
2,3	The student knows the major myths of ancient Greece (e.g., Prometheus, Theseus, Jason, the gods).	. . . identifies Greek myths from a listing of various literary works. . . . reads and reports on four myths. . . . role plays a character from at least one myth.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2, 3	The student knows that the tall tale builds upon the exploits of a hero through exaggeration of his/her size, endurance, actions, speech and importance.	The student . . . can relate specific identifying qualities of tall tales. . . . can, upon examination of several literary works, identify those that are tall tales.
2,3	The student knows the satisfactions that people gain from telling tall tales and listening to them.	. . . lists personal interpretation of the satisfaction tall tales provide tellers and listeners. (e.g., humor, man matching the physical world in strength, size, etc.).
2	The student knows that rhymed poetry has a regular pattern of sound repetition (e.g., abab, aabb).	. . . taps out the pattern of sound repetition as a selection is read. . . . labels the rhyming lines of a rhymed poem.
2. 5	The student knows the haiku is a major form of Japanese verse.	. . . can state the identifying characteristics of haiku. . . . can write haiku utilizing the correct form.
2	The student knows that free verse is characterized by much rhythmic variation; new, irregular, or unusual stanzaic forms; and either absence of rhyme or a loose rhyme pattern.	. . . develops an example of free verse. . . . explains what makes the written selection free verse. . . ., given a sample of free verse, explains its identifying characteristics. . . . can give examples of how ads have persuaded him/her to think a certain way or lean toward certain products.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2, 3	The student knows that the television commentary is an oral informal essay (e.g., Harry Reasoner, David Brinkley, and local television editorials).	The student . . ., given a sample news story can identify those areas which would be classified as commentary. . . . can list several television commentators, and describe their identifying characteristics, (as opposed to those of reporters and editors).

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will demonstrate his/her understanding that interests, aptitudes, skills, physical characteristics, educational achievements, adjustive behavior, needs, and relationships with other people influence decisions.	The student . . . can identify times and situations when interaction with others influences a person's decision. . . . can give a personal interpretation of the circumstances in a given literary work, that lead characters to make certain decisions.
1	The student will recognize individual differences and become tolerant in his/her interpersonal relationships.	. . . is tolerant of others. . . . can describe ways in which he/she is different than others.
1	The student will appreciate that to be tolerant does not require that he/she agree with another's beliefs.	. . . maintains his/her own ideas, and beliefs while listening to another. . . . avoids argueing when another person states his/her ideas.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student will recognize that there can can be interpersonal relationships between persons with physical differences or differences of opinion.	The student . . . successfully interacts with persons who are different physically or have different opinions

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

5, 8	The student knows that television, because of the nature of the medium, compresses time and space and often uses sterotyped characters and situations.
5, 8	The student knows that television is classified as mass media because it sends the identical electronic messages to people who are socially and geographically separate.
5, 8, 11	The student knows that television influences his/her perceptions of the world.
8	The student is able to observe creatively. (i.e., "see beneath the surface").
8	The student knows that a positive attitude toward the speaker and the topic will make listening more productive than a negative attitude.
8	The student is able to avoid making judgments before listening, such as negative responses to subjects that have bored him/her or in which he/she is prejudiced.
8	The student knows that listening for a purpose contributes to the value and efficiency of the process.
8	The student knows that television is primarily dependent on advertisers.

READING AND LITERATURE

ALL EXPOSURE GOALS

8 The student knows the techniques of propaganda and persuasion that are widely used on television.

2 The student knows that the theme, or main thought of a play, is shown through the action of the story.

2 The student knows that a character in a play is revealed by: (1) what others say, (2) what he/she says, (3) what he/she does, (4) his/her appearance.

2 The student knows that a character acts to get what he/she wants in a story.

2, 3, 5 The student knows that folk literature often portrays stereotyped characters.

2, 3 The student knows that there is a growing body of Black Literature celebrating the distinctive features of the Black experience and embracing all genre (e.g., Claude Brown--novel, LeRoi Jones--poetry, James Baldwin--drama, Eric VanPeebles--cinema, Lorraine Hansbury--drama, Gordon Parks--photography).

2, 3 The student knows that Blacks have been making important contributions to American literature for well over one hundred years.

2, 3 The student knows that the Greeks contributed the epic, lyric, comic, and tragic forms to literature.

2, 3 The student knows that primitive man's need to interpret, communicate, and perpetuate experience is expressed in his/her oral literature.

2, 3 The student knows that most groups of people (tribes, nations, cultures, subcultures) have an oral (and often a written) tradition that is unique to them.

2, 3 The student knows that much of early literature first became formalized orally by bards, minstrels, and story tellers and only later was written down (e.g., myths, ballads, epics).

2, 3 The student knows that similar told tales were invented at different times and places by different people because people face many of the same challenges.

2, 3 The student knows that animal stories fall into distinctive groups: animals talking as humans, animals that talk, and animals realistically portrayed as animals (Aesop).

SAMPLE ACTIVITIES

Television Discussions and Reviews
    Choosing fiction and non-fiction from TV Guides

Discussions and Teacher-pupil planning.

Types of Language work involved in LIterature:
Choosing root words from lists of words
Tapping out syllables in words, playing the Syllable Game (a group game).
Making and/or separating compound words.

Study Myths-Greek myths and Norse myths.

- Read Greek myths in class and/or silently. Discuss.
- Same for Norse Myths
- Compare orally and in writing the two types of myths.

Number events in a story in order of sequence.

Tapes--Newberry Award tapes and the Spoken Arts Library.

Filmstrips

Following directions

Summarizing paragraphs

Reading aloud

Role playing

Drama (Skits and plays)

Tests

Poetry: Haiku, Chinquain, Rhymed poetry, free verse

SAMPLE ACTIVITIES

Tap rhythm as poetry is read

Labeling lines of rhymed poetry. ABAB, etc.

Retelling stories read silently

Answering questions about stories read.

Reading games for the class, groups and/or individuals

Labeling synonyms, antonyms, and homonyms.

Current authors

A. Resource Speaker - local author (e.g., Mrs. Milton, Cherry Street, Wenatchee, WA - writes free-lance for newspapers, and also writes for magazines).

   1. Hear author speak
   2. Read something the author has had printed.
   3. Question and answer period. (What do you have to do to be an author? Do you get paid for writing? How do they pay authors? Do you have regular hours to work? Where do you work, etc.)

B. Book author (Mr. Scheuerman, Mr. Joe Brown).

   1. Obtain a copy of a book written by the author. Look at it and discuss it.

   2. Hear author speak. Ask questions.

C. Students write an article about their unit, speakers, etc. for the local paper. (A picture if possible.)

SAMPLE ACTIVITIES

AUTHOR UNIT

Read the story "Tom and the Pain-Killer to the class as an introduction the study of Mark Twain.

Listen to the tape, "Punch, Brothers, Punch". Discuss story and compare to students' own experiences.

Students listen to their choice of tapes by Mark Twain.

Students read silently and/or in small groups two stories by the author; then order the events in the stories on paper.

Play the tape "Rikki-Tikki" By Rudyard Kipling to introduce him as an author.

Discuss the tape and tell the class the life story of Kipling, his friendship with Mark Twain, their similarities and differences from childhood to manhood. Discuss the two men's lives, families, beliefs, political ideas, writings, and the influence of their particular situations on their written works. Bring out how their friendship survived through differences in attitude, beliefs, and customs throughout their lives.

Read "The Village Blacksmith" to the class and discuss with the class. Write five questions about Longfellow on the board for the class to watch for in the movie of Longfellow's life. View the movie of the life of Longfellow and then discuss the questions.

Students read at least two or three selections by Longfellow.

Play the tape "The Pit and the Pendulum" by Poe. Discuss Poe, his life and writings with the class. View movie on Poe:s life and discuss.

Students read at least one selection of their own choice by Poe and write a brief summary of the poem or story.

Have the poem "Fog" by Carl Sandburg on a chart. Read it to the class and have them read it aloud together. Have students memorize "Fog". Students may write or say the poem for credit. - Discuss Sandburg's life and writings.

Read short selections from several authors to acquaint class with different kinds of writing. Example: Ogden Nash poetry.

SAMPLE ACTIVITIES

RESEARCH REPORTS

Students choose an author for a research report subject. They may choose from pictures and short descriptions on the bulletin board, or they may choose any other author with the teacher's permission.

Minimum Requirements for paper:

1. Read information about the author in one or more encyclopedias or other resource books.
2. Read a biography or an autobiography.
3. Read two works, (poems, stories, books) by the author.
4. Write a report including these parts: Title page, report proper, list of three sources used for report.

NOTE: The unit on authors is a year-long unit which fits into the other units such as writing, reading, listening, etc. Pupil-teacher planning is utilized and changes are made according to the class, etc.

SUGGESTED RESOURCES

Reading Materials utilized

Poetry
Stories
Newspapers
Magazines
Periodicals
Books-fiction and non-fiction
Resource materials: books, magazines, periodicals, newspapers, Reader's Guide.

SUGGESTED RESOURCES

Resource Speakers

Authors--local writers--Joe Brown, Mrs. Milton, Dick Scheuerman
Newspaper editor or writer--Valley Record and/or Daily World
Announcer(s) from KPQ, KMEL, or KQEN

(speakers bring some "tools" of their trade to show and explain, tell educational requirements, personal abilities needed, job opportunities in own field, base salary and fringe benefits, etc.)

Pictures for discussion and writing.

Field Trips

Wenatchee Library
Radio Station

LANGUAGE GOALS

Grade 7

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.
3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.
5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.
7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communitcation.
8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.
9. The student knows that language adapts to the needs of people through time.
10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.
11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.
5. The student acquires knowledge of the wide range of careers.

LANGUAGE GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
5	The student knows characteristics of aritificial languages, such as sign language, finger spelling, Morse Code, computer language, etc.	. . . can discuss the uses of artificial language. . . . can identify the origins of sign language, finger spelling, Morse Code and computer language. . . . can state situations where artificial language is appropriate.
3, 11	The student knows that language reflects a culture's interests, values, and activities.	. . . can give example of the ways in which specific cultures are reflected in their language. (e.g., Hawaiian, Eskimo, etc.
3, 11	The student knows that universal symbols are shared by all people because they are associated with experiences shared by all people.	. . . can list five universal symbols and can discuss their association with experiences, (e.g., a skull as a symbol of death).
1, 7, 8	The student knows ways that the communication process may be interrupted, impaired, or distorted.	. . . role plays a situation, demonstrating poor choices of language and articulation, then discusses with the audience any resultant inattentiveness and differences of interpretation.
5	The student knows that concrete words are symbols for things that can be perceived directly by the senses.	. . . can categorize concrete words (e.g., car, dog, chair) and abstract words (e.g., honor, love, honesty) into appropriate columns.
5	The student knows that abstract words are symbols for things that cannot be perceived directly by the senses.	

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
9	The student knows that linguists have attempted to account for the origin of language in various ways, but that the origins of human language are probably forever lost in the past.	The student . . . participates in a discussion about the origins of language. . . . can state probably ways in which the origins of human language were lost.
7, 9, 11	The student knows that writing systems became relatively stable after the invention of the printing press.	. . . can relate changes brought about by the printing press. . . . can state problems that would probably result from the lack of stabilization in writing systems.
9	The student knows that compounding (e.g., buttercup from butter and cup) is a major method of creating new words.	. . . can make a list of compound words . . . can compare definitions of compound words with those of the smaller words contained in each.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
5	The student will recognize performance requirements of various careers.	The student . . . can list performance requirements of several careers.
4	The student will understand the importance of school subjects as preparation for given occupations.	. . . can write a paragraph relating certain school subjects to career preparation.

LANGUAGE GOALS

SAMPLE ACTIVITIES

I. Discussions

- A. Various elements of communication
- B. Types of communication
  - 1. Artificial language: sign language, finger spelling, Morse code,, computer language, etc.
- C. How language reflects a culture's interests, values, and activities.
- D. How language was changed by the printing press.
- E. How language is important in all aspects of our daily lives.

II. Films:

View films about the origins and changes in language.

III. Compound words

- A. Form compound words from a list of smaller words.
- B. Give the meaning of the newly formed compound words.

IV. Symbols, codes, etc.

- A. Discuss use of symbols and codes
- B. Decipher given codes
- C. Write a praagraph, utilizing a self-developed code. Students attempt to decipher the codes of others.

SUGGESTED RESOURCES

Books
Filmes
Filmstrips

Speakers

B 5.4

Grade 7

SPEAKING AND LISTENING GOALS

Grade 8

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

7. The student acquires and develops skills which are viewed as the ways in which he/she extends his/her behavior

SPEAKING AND LISTENING GOALS

L.A. FR. GOAL	COURSE GOAL	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student knows that a speech topic should be important to both the speaker and the audience.	. . . chooses a topic with which he/she is familiar. . . . chooses a topic of personnal interest. . . . chooses a topic of interest for a specified audience.
7	The student knows that a general topic must be narrowed and refined into a specific subtopic in keeping with the length and purpose of the speech.	. . . can identify one or more subtopics under a given general topic. . . . uses notes about a general topic (mental or written) and arranges them into a speech for a specified time length.
7	The student is able to consistently follow an appropriate outline format.	. . . utilizes an outline for recall of materials while executing a speech. . . . utilizes an outline as a primary aid in planning and preparing a speech. . . . utilizes an outline as an aid in evaluating his/her speech.
7	The student knows that every speech has an introduction, a body and a conclusion.	. . . labels the parts of a written speech. . . . uses an outline consisting of the three parts in preparing and executing a speech.

L.A. PR. GOAL	COURSE GOAL	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student knows that the introduction captures the listener's attention and gains good will.	. . . is able to gain audience attention quickly in a positive way. . . . gains positive feedback by audience response and attention.
7	The student is able to arrange the main parts of a speech in order of importance, size, difficulty, or other logical order.	. . . writes an outline from mental or written notes on a specified topic.
5, 8	The student knows that his/her own interests and experiences are valid sources of discussion topics.	. . . can use personal experiences to generate class discussion. i.e., an interesting book, a favorite TV show, a personal problem, appropriate to the audience, etc.
4,5 & 7	The student is able to apply the rules of courtesy whether or not he/she is in agreement with others in the group.	. . . refrains from negative responses, i.e. booing, name calling, belittling, smirking, interruptions, etc. . . . uses courtesy in trying to persuade others.
4, 7	The student is able to restate what others in a group have said.	. . . summarizes main points made by others. . . . paraphases remarks made by the previous speaker before stating personal opinions.
4, 7	The student is able to ask questions during discussion in order to clarify meaning, extend information or assist in the reasoning process.	. . . receives answers to questions. . . . restates answers to indicate clarification.
7	The student knows that the principal function of the conclusion is to focus audience thought and feeling on the central theme of the speech.	. . . does not close a speech "out in left field". . . ., as a listener is able to capsulize speaker's main thoughts.

L.A. PR. GOAL	COURSE GOAL	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7, 8	The student is able to state the information he/she hopes to gain in listening to a particular speaker.	. . . can identify lack of personal knowledge on the given subject. . . . can list specific information he/she ho[illegible] to gain. . . . can prepare an interview form identifying specific information he/she hopes to gain.
8	The student is able to recognize the speaker's intent (to persuade or entertain).	. . . responds appropriately to the speaker, i.e. laughs, indicates intensive interest, indicates openess to new ideas.
8	The student is able to follow the speaker's organization (main points, details or illustrations, summary).	. . . can categorize main points, details, etc. . . . can identify and discuss in a small group the speaker's main points, details, etc.
8	The student knows that constructive criticism is a valuable aid to improvement.	. . . cooperates in evaluation of other class members' speeches, pointing out strengths and weakness.
4, 8	The student is able to select or create critieria for evaluating his/her own work and the work of others.	. . . can identify constructive as opposed to destructive criticism. . . . can prepare a check list for the evaluation of speeches.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2	The student will realize how emotions can have both a negative and positive effect on his/her ability to accomplish tasks.	. . . responds to constructive criticism and improves speeches. . . . utilizes class members' evaluations as a part of the speech improvement process. . . . gives criticism tactfully and constructively.
2	The student will recognize that learning is a continuous process occurring in and out of school.	. . . constructs a speech based on an out of school experience, i.e. vacation, interview of parent or grandparent, etc. . . . gives a speech to a member of the family and shares constructive criticism.
1	The student will recognize different value systems of others and the worth.	. . . lists specific points made by a speaker that differ from his/her values. . . . receives answers to questions concerning viewpoints of the speaker.
1	The student recognizes that individual differences provide opportunities for growth and self-development.	. . . interprets non-verbal language (understanding of facilitating and non-facilitating body language). . . . questions others about their specific interests and hobbies. . . . utilizes interpersonal communication to clarify his/her understanding of the assumptions and principles of others.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to use feedback from others in clarifying his/her values and assumptions.	. . . can change actions as a result of negative responses from others.
		. . . can request constructive criticism for the purpose of facilitating change.
		. . . refrains from defensiveness when confronted with negative feedback.
		. . . seeks both positive and negative feedback to statements concerning values and assumptions in order to evaluate priorities.
7	The student will understand that the environment dictates the appropriateness of certain behaviors.	. . . uses socially correct language and actions in different situations (avoids actions not socially acceptable).
		. . . can forsee and identify outcomes of appropriate behavior.
		. . . experiements with personal behavior in different circumstances.
7	The student will understand that responsibility often necessitates behavior contradictory to personal preference.	. . . contributes constructive criticism and evaluation of classmates' speeches.
7	The student will recognize non-verbal communication.	. . . can identify non-verbal communication in classmates' speeches and designate it as distracting or facilitating.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.	The student . . ., given an occupation can list several ways people interact with co-workers.

SAMPLE SPEECH ACTIVITIES	SUGGESTED RESOURCES
1. Discuss guidelines for making speeches. . Preparation of talk (determine purpose, choice of topic, information, outline)	Modern Composition II - Holt, Rinehart, Winston 1969
2. Discuss form and usefulness of outline (sample given to class - discussion of possible out-of-class uses for outline.)	Language for Daily Use - Hartcourt et.al. 1973
3. Brief discussion of facilitating and distracting body movements. Students prepare their own 2-3 minute speeches based on own knowledge and interest (choose topic, narrow it down, arrange main points in outline).	
4. Students give speeches to class (using outline to keep order.	
5. Students assist in evaluation of classmates speeches.	
6. Discussion of evaluations by class.	

Guidelines for making speeches

1. Choose a subject that is not too large or too small.
2. Know your subject.
3. Start and end with strong, interesting sentences.
4. Use illustrative materials if they help make your talk clear and interesting
5. Organize your ideas so they are easy to follow.
6. Use notes written on 3" x 5" cards or use an outline.
7. Speak clearly and carefully.
8. Avoid saying er and ah.
9. Make sure you can be heard easily by all.
10. Look at your audience.
11. Stand naturally.
12. Avoid useless or distracting gestures or body movement.

STUDENT EVALUATION CARDS

Speaker:________________________________

	Poor			Excellent	
	1	2	3	4	Coments
Introduction					
Organization					
Use of materials					
Articulation					
Gestures					
Posture					
Audience appeal					

SAMPLE DISCUSSION ACTIVITIES

1. Discuss types of discussion, purposes of discussion and problems in discussion.

2. Warm up discussion exercise - give instructions to class to calculate average height in feet and inches of student in class. After answer is reached, discuss:

   a) what slowed class down
   b) problems of organization
   c) leadership - needed? good? bad?
   d) member responsibility
   e) faster way to solve problem?

   Second warm up - calculate average age in years and months of student in class.

3. Valuing all contributions - **Murder** mystery game.

   Give one clue to each class member which (with all other clues) will help to solve mystery.

   Class may organize itself any way it chooses except cannot pass clues around - can only share clues orally.

   After mystery is solved (or reasonalbe time given) Discuss the following:

   a) usefulness of leader
   b) organization
   c) taking responsibility to contribute
   d) acknoledging all clues
   e) monopolization of group

   Second try on bank robbery mystery

SUGGESTED RESOURCES

Learning Discussion Skills Through Games

Stanford and Stanford
Citation Press
New York 1969

This is an excellent resource book for discussion skills for junior hign age level.

SAMPLE DISCUSSION ACTIVITIES

SUGGESTED RESOURCES

4. Responding to contributions of group members

   Use pattern of an interaction chart
   Change names and use again for practice.

5. Learning roles in discussion

   Assign roles of Initiator, Clarifier, Summarizer, and Evaluator to class.

6. Consensus

   a) have students individually rate list of objects left intact after crash landing on moon.
   b) Divide class into groups and have each group rate the items.
   c) Discuss differences in scores between individual and group.
   d) Discuss situations where consensus of a group is desirable or necessary (i.e. jury vs. judge decisions)

LANGUAGE GOALS

PROGRAM GOALS - LANGUAGE ARTS

Grade 8

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

9. The student knows that language adapts to the needs of people through time.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

LANGUAGE GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
5	The student knows that every symbol in a language has a range of meanings.	. . . can list several meanings for different symbols. . . . can match geographic regions to specific symbols.
5, 7	The student knows that no symbol has exactly the same meaning for any two individuals.	. . . can identify personal background experiences and their effect on sympol meaning. . . . can compare meanings of symbols for self, parents, grandparents, etc.
5	The student knows that a symbol in language may be a sound, a word, a phrase, an object (e.g. flag) or a behavior (military salute).	. . . can isolate various types of symbols in reading and writing. . . . can identify several symbols for each category.
5	The student knows that usage involves choices between social dialects.	. . . can choose standard/non standard language and specify which is appropriate for particular purposes and audiences, i.e. teenage groups, black community, teacher group, etc.
5, 7	The student knows that the appropriateness of formal and informal language depends upon the situation.	. . . can use formal/informal language for different audiences. (to entertain class versus formal essay)
5	The student knows that jargon is the dialect (particular vocabulary) of a profession, occupation, hobby, etc.	. . . can categorize specific jargon to occupations.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
5, 9	The student knows that much slang originated as jargon in such vocations as trucking, music, and the armed forces, and then expanded to a more general use.	The student . . . can research the origins of slang words, and can trace the steps of slang words and their evolution into general use.
7	The student knows that sentences may be classified by purpose: declarative, imperative, interrogative and explanatory.	. . . can write sentences for particular purposes, can locate different sentences and can indicate their purposes.
7	The student knows that determiners precede nouns.	. . . can locate nouns and identify their determiners. . . . can write nouns and their determiners.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will explore factors in life which tend to make everyone similar in behavior.	. . . can identify geographic dialiects as variations of the same language, i.e. divan, sofa, couch, davenport. . . . can identify word connotations as they relate to different geographic areas.
2	The student will understand and recognize social, economic, educational and cultural forces that influence his/her development.	. . . can document evidence to indicate that the dialects a person speaks are dependent upon their geographic location, occupations, amount of education, etc.
4	The student will understand that proficiency in certain subject areas is necessary to enter certain occupations.	. . . can compile a list of communication skills and relate them to specific jobs, i.e. writer, public speaker, journalist, etc.

SAMPLE ACTIVITIES

Technical words are words used specifically and limited to particular professions and occupations. (e.g. surgeons: stethescope, cardiac, scalpel).

Jargon - who is speaking in the following sentences - underline technical words.

1. My boss dicated a memo, which I took down in shorthand.
2. The books balanced after I corrected an error in the debit column.
3. We had to order revised galleys before going to page proof.
4. I lifted my baton, then suddenly gave the downbeat for the opening bars.
5. The flight pattern called for a cruising altitude of 26,000 feet.
6. The judge overruled my objection to the testimony of a prime witness.
7. The principal scheduled a faculty meeting for three o'clock.
8. I was assigned to the homocide squad today.
9. The meter was running the entire time we were tied up in traffic.
10. We followed the game plan despite the tight defense of the Rams.
11. The current went off, and I had no way to test the circuit.
12. I had to redo a blueprint because the scale was off.

1. secretary
2. accountant
3. editor
4. conductor
5. pilot
6. lawyer
7. educator
8. policeman
9. taxi cab operator
10. football player
11. electrician
12. draftsman

SUGGESTED RESOURCES

Contemporary English - Silver Burdett 1976

Enjoying English Eight - Random House 1970

Formal and informal language - both formal and informal are standard English.

informal = everyday English (acceptable in most circumstances.
formal = "dress up" English

Use the dictionary to find informal meanings of the following words.

1. pickle
2. rattle
3. lid
4. big
5. bang
6. dead
7. bird
8. horse
9. nail

Write short informal conversations between two people

Rewrite using formal English.

Shop Talk - words have definite meanings

Discuss each of the following in terms of people listed next to it.

1. Strike (noun) a) baseball player b) bowler c) fisherman d) miner e) union member
2. Brace a) dentist b) drummer c) mathematician d) doctor e) sailor f) archer
3. Pitch (noun) a) baseball player b) sailor c) cricket player d) architect e) chemist
4. Base a) linquist b) architect c) chemist d) painter e) mathematician f) baseball player
5. Cast a) doctor b) artist c) actor
6. Spine a) doctor b) book editor c) botanist
7. Break (noun) a) billiards player b) electrician c) printer
8. Stock a) rancher b) economist c) chef d) salesclerk e) actor

SAMPLE ACTIVITIES

SUGGESTED RESOURCES

Make a list of technical words used for each of the following occupations (7-10 words each)

1. seamstress
2. professional baseball, football or other game player
3. musician (piano, flute, etc.)
4. skier, swimmer
5. chef
6. mechanic
7. clergyman
8. beautician
9. jeweler
10. zoo keeper

Homework - out of class - Seek out the school nurse or a doctor, plumber, etc. in the community and talk to them about their occupational jargon.

Bring back to class a list of words from the person you talked to. Know the meanings of words that are not familiar to you.

WRITING GOALS

Grade 8

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which he/she extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

WRITING GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1, 7	The student is able to use the comma approporiately in his/her writings.	The student . . . uses a comma to set off a quoted sentence (e.g., He said, "I'm coming."). . . . uses a comma after the saluation of a friendly letter and after the complimentary closing of a letter. . . . uses a comma to separate items in a series or the short main clause in a series. . . . uses a comma before the words and, but, or, nor, and yet when they join main clauses. . . . uses commas to set off expressions which interrupt the sentence; words well, yes, no, and oh when used at the beginning of a sentence; items in dates and addresses; appositives. . . . uses a comma after an introductory adverbial clause, an introductory participial phrase, or a succession of introductory phrases. . . . uses a comma to separate two parts of a sentence which, if combined, would convey an unintended meaning.
1, 7	The student is able to use quotation marks appropriately in his/her writings.	. . . uses quotation marks to enclose a direct quotation.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student . . . uses quotation marks to enclose titles or chapters of books, magazine articles, essays, songs, short stories, and short poems. . . . uses a single quotation mark to enclose a quotation within a quotation. . . . uses the exclamation mark inside the quotation marks if an explanation is a direct quote.
1, 7	The student is able to capitalize words appropriately in his/her writings.	. . . capitalizes the first word in a direct quotation. . . . capitalizes the first word and important words of titles of books, magazines, articles, newspapers, historical documents, and works of art (statues, movies, pictures, musical compositions, historical monuments).
1, 7	The student knows that an ellipsis (three periods) is used to indicate omissions in writing.	. . . uses an ellipis when appropriate.
7	The student knows that a simple sentence contains only one main clause.	. . . identifies simple sentence and other sentence patterns in his/her writings. . . . identifies simple sentences and other sentence patterns in the writings of others.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student is able to write sentences omitting constructions that are frequently inappropriate.	. . . avoids using run-on sentences, . . . avoids the use of sentence fragments, . . . avoids faulty tense changes, and . . . avoids nonparallel construction.
7	The student knows that paragraphs can combine elements of description, narration, exposition and argumentation.	. . . writes paragraphs to describe, tell a story, explain and persuade.
7	The student is able to write a paragraph using a topic sentence which is supported and developed by other sentences in the paragraph.	. . . avoids running paragraph ideas together in his/her writing. . . . identifies topic sentences and supportive sentences in a paragraph in his/her writing. . . . writes a paragraph in which the topic sentence is at the beginning, in the body, at the end of the paragraph, or in which it is implied.
7	The student is able to use margins and headings appropriately.	. . . uses margins and headings in titles, paragraphs reports and short compositions.
6, 7	The student is able to generate material for his/her topic.	. . . uses material he/she has gathered through reading, thinking creatively, observation and/or talking to others.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
6, 7 & 11	The student is able to write out of his/her own experience, internal as well as external.	. . . writes a story from his/her own point of view. . . . chooses another person and together, can rewrite the story from their point of view.
7	The student is able to choose a topic appropriate to the intended breadth and depth of the composition.	. . . selects a subject, narrows it to a topic and expands it to a theme statement.
6, 7	The student is able to use a tentative outline as a guide for writing.	. . . constructs an outline for a selected writing. . . . uses an outline to organize ideas before writing.
6, 7	The student is able to write in either first person or third person.	. . . can write a journal. . . . can write a short story from third person point of view. . . . can write an anecdote of a friends experience. . . . can write an anecdote of a personal experience.
6,7	The student is able to write dialogue that is acceptable as an adequate representation of natural speech.	. . . uses correct use of punctuation and form. . . . uses correct use of language applicable to characters. . . . experiements with dialogue using familier people as models. . . . writes a one act play.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
6, 7	The student is able to examine his/her own writing objectively as a reader would.	. . . rereads assignment, and then reads own finished product before handing it in. . . . critiques own writing, using an accepted evaluation form.
1, 7	The student is able to proofread his/her own writing to find words with omitted letters, letter reversals, improper endings and questionable spellings.	. . . proofreads and corrects with red pencil copy of writing assignment.
1, 7	The student knows that dictionaries are the most comprehensive and authoritative source for correct spelling.	. . . uses a dictionary to correct spelling of words in writing. . . . uses a dictionary without assistance to correct from a list of mispelled words.
8	The student is able to distinguish between main ideas, supporting ideas, and supporting details (explanations or evidence).	. . . label main ideas, supporting ideas and supporting details in own writing. . . . can identify main ideas, supporting ideas and supporting details in writings of others.
1, 5 & 7	The student is able to write for various purposes.	. . . can write a paragraph to inform others. . . . can write a paragraph to explain how to do something. . . . can write a short story to entertain others.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can write a composition to persuade others to their point of view. . . . can identify the purposes of writings of others. . . . responds to writings of others, i.e. laughs, gains information, etc.
7	The student is able to choose language that is appropriate for the purpose and audience for which he/she is writing.	. . . writes an informal essay to amuse classmates. . . . avoids slang terms in formal writing. . . . matches appropriate word choices that best fit different writing purposes. . . . from a list of words can choose formal, informal, and slang words, and can categorize them as to appropriate purpose.
6,8,11 & 7	The student knows that the source and appeal of descriptive writing is in the senses.	. . . uses an excursion outdoors as stimulus to writing. . . . uses examples of descriptive writing to isolate sense stimulus. . . . uses personal observation to provide authentic details.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . combines objective description with the subjective experience of the observation. . . . can write a paragraph using details and images to create a unity of impression.
6, 7	The student knows that descriptive writing usually contains more adjectives, and frequently a more rambling sentence structure, than other forms of writing.	. . . can compare encyclopedia or dictionary definition of something, i.e. tree to a poetic or descriptive definition of poem "lovely as a tree"
6, 7	The student is able to write a summarized, connected narrative.	. . . can recapitulate pantomimes and improvisations. . . . can write a narrative using personal experiences as a basis for writing.
6, 6	The student is able to use narratives as parts of other forms of writing.	. . . can write an anecdote of a personsl experience. . . . can write an anecdote of a friend's experience. . . . can write an illustrative story.
6, 7	The student is able to keep a journal of his/her ideas, reactions to experiences and responses to books, movies and issues.	. . . writes daily during fifteen minute writing session.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
6, 7	The student is able to express his/her moods, state of mind concerning himself/herself, relationships with others and personal experiences in writing.	The student . . . expresses self in daily journal writing. . . . expresses self in creative writing. . . . expresses self in reaction to literature read.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will understand and recognize forces such as social, economic, educational and cultural that influence his/her development.	The student . . . can relate social, economic, educational and cultural forces to his/her environment in personal writings.
2	The student will depict unique charcteristics of others.	. . . can use descriptions of characters, real or imagined, in class writing - journals and others.
4	The student will recognize that learning is a continuous process occuring in and outside of school.	. . . chooses an out-of-school experience for writing in journal. . . . chooses an out-of-school activity as the basis for creative or other classroom writing.
7	The student will increase his/her proficiency in using a variety of communication skills.	. . . can construct complete sentences, paragraphs and short compositions. . . . can write for different purposes (describe, narrate, persuade).

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can use point of view, setting, plot, mood, characterization and dialogue in his/her writing.
7	The student will demonstrate his/her understanding that skills must develop from the simple to the complex.	. . . can set a goal or goals using a time line for self evaluation. . . . can give examples of progressive skill development from personal experiences.
7	The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities.	. . . can use appropriate writing skills and can relate these specific skills to occupations. . . . can give examples where inappropriate punctuation can cause problems in business.
8	The student will relate information about himself/herself in selecting, learning and performaing duties.	. . . chooses personal information as a basis for journal entries. . . . can relate facts about himself/herself during a mock job interview.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
Review of 7th grade punctuation (i.e., end marks, commas, quotations)	Modern Composition II - Holt, Rinehart, Winston 1969
Practice use of comma, quotes (double and single), hyphen, colon, semicolon, italics, apostrophe	Literature II - Holt, Rinehart 1963
Paragraphs - choosing topic ideas developing ideas. writing effective paragraphs	
Short Compositions - planning notes - outline first draft, rereading, writing	
Practice using dialogue, point of view, setting, plot, mood, and characters in writing narration.	
Read "The Kitchen" by Laurie Lee for example of description of people and places.	
Practice creating and refining description.	
Practice persuasive writing.	
Read Chapter One in Modern Composition II: "Ideas for Writing".	
Practice writing about personal experiences, topics in the news.	
Practice thinking of imaginative topics.	
Each student keeps a journal. Daily entries (class time permitted). Journals kept in classroom.	

READING GOALS

PROGRAM GOALS - LANGUAGE ARTS

Grade 8

2. The student responds to language in subjective, analytic, and evaluative ways.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

READING GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student is able to read a story selectively for particular information.	The student . . . can recall sequence of events in story. . . . can locate part of story that describes characters. . . . can select part of story that expresses emotions. . . . can identify values of others (characters in story).
1, 7	The student is able to summarize the idea of a paragraph in a brief statement.	. . . can verbally summarize portions of a reading assignment in his/her own words. . . . can write a sentence summerizing the main idea of a paragraph.
1	The student is able to use headings and subheadings to aid in locating information.	. . . can answer specific questions and can identify the headings/subheadings under which the information is found.
1	The student knows procedures for effective study reading.	. . . can identify main ideas by pre-reading. . . . can clarify ideas by re-reading. . . . can stop periodically to review and accurately paraphrase the material he/she is reading as an aid to recall and comprehension.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 11	The student is able to identify the special areas of reading that interest him/her.	. . . can identify special areas of interest for the purpose of reading pleasure and investigation. . . . chooses books to read for pleasure that relate to a special area of interest.
1, 7	The student is able to group ideas in a story around several main ideas.	. . . can identify the main ideas of a story. . . . can list several ideas within a story under appropriate main ideas.
1, 2	The student is able to distinguish fact and opinion in supporting details of a paragraph.	. . . can, either orally or in written form, contrast fact and opinion in a paragraph. . . . can give resources for facts (realizing facts can generate opinions).
1	The student knows that conflicts between individual ideas and groups motivate actions which then contribute to the plot of a literary work.	. . . can construct possible conflict situations which may have contributed to plot development of a literary work.
1, 2	The student is able to select textual evidence to support what he/she believes to be an author's attitude toward a subject.	. . . can state an opinion concerning an author's attitude toward a subject. . . . can state evidence of support for a personal opinion.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize that learning is a continuous process occurring in and outside of school.	The student . . . will read outside of school. . . . relates to peers information he/she gained by reading outside of school.
7	The student will refine cognitive skills associated with problem solving.	. . . can use the procedures for study reading. . . . can summarize the study skills used in problem solving.
7	The student will use the skills necessary to locate and organize (complex) information.	. . . can read to locate specific information for a given topic. . . . can organize specific information for a given topic into outline form.

SAMPLE ACTIVITIES

1. Listening for the Topic Sentence

As your teacher reads the passage below, listen for the topic sentence. (underlined)

A Boy Reading a Book

You love the boy reading in a book, gazing at a drawing or a cast; yet what are these millions who read and behold, but incipient writers and sculptors? Add a little more of that quality which now reads and sees, and they will seize the pen and chisel. And if one remembers how innocently he began to be an artist, he perceives that nature joined with his enemy. A man is a golden impossibility.

Ralph Waldo Emerson, "Experience"

2. Listenting for the Key Thought

Listen as your teacher reads these two poems. Then write a sentence about each poem, expressing the key thought in your own words.

Daniel Boone
1735-1820

When Daniel Boone goes by, at night,
The phantom deer arise
And all lost, wild America
Is burning in their eyes.
Stephen Vincent Benét

SUGGESTED RESOURCES

Enjoying English 8

Wolfe, Hamilton, Doherty
Random House, New York, 1970

Continued

Psalm For Those Who Go Forth Before Daylight

> The rolling-mill men and the sheet-steel men are brothers of cinders; they empty cinders out of their shoes after the day's work; they ask their wives to fix burnt holes in the knees of their trousers; their necks and ears are covered with a smut; they scour their necks and ears; they are brothers of cinders.

Carl Sansburg

DICTIONARY SKILLS

Grade 8

PROGRAM GOALS - LANGAUGE ARTS

1. The student comprehends the printed materials needed to succeed in his/her educational, vocational, and social interests and inquiries.

PROGRAM GOALS - CAREER EDUCATION

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFOMANCE OBJECTIVE
		The student
1	The student is able to use a dictionary to identify the structure and meaning of a word.	. . . can correctly define words in a given list, providing dictionary page numbers where definitions were found. . . . can correctly place diacritical marking on words in a given list, providing dictionary page numbers where words were found.
1	The student knows that affixes/prefixes/suffixes change the meaning and/or function of a word.	. . . can, either in oral or written form, appropriately use un-, pre-, dis-, mis-, over-, in-, im-, and other prefixes with root words. . . . can identify prefixes with Latin and Greek derivation (e.g., ex-, sub-, pro-).

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can define the meaning of words when comparative and superlative suffixes are used with root words. . . . can separate word roots from suffixes and prefixes to determine meaning.
1	The student knows that abbreviations are used to indicate a word's part of speech (N=noun, V=verb, Adj=adjective,, Adv=adverb) in a dictionary.	. . . can find correct definition of words using abbreviated parts of speech.
1	The student knows that in a dictionary, definitions and synonyms may be located by using cross references.	. . . can correctly define words in a given list, providing appropriate synonyms and dictionary page numbers where each were found.
1	The student knows that phonetic spelling may be decoded by using the pronunciation key.	. . . can demonstrate accurate usage of the pronunciation key in decoding and pronouncing words.
1	The student is able to distinguish the accent mark (stress) indicating the syllable of primary stress from the accent mark indicating the syllable of secondary stress.	. . . can use the correct placement of stress in pronouncing words aloud. . . . can distinguish primary stress syllabus and secondary stress syllables in a given word list.
1	The student knows that the dictionary records the most common pronunciation of a word through phonetic spelling, diacritical marks, and accent marks.	. . . can demonstrate various uncommon pronunciations of specific words for other geographic areas.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1, 7	The student is able to use the phonetic spelling, diacritical marks, and accent marks to pronounce words as the dictionary editor has indicated.	The student . . . can, through the use of the dictionary, pronounce words correctly using all of the above.
1	The student knows that the dictionary records many meanings for a word and that only one meaning may be applicable to the context in which the word is used.	. . . can demonstrate the correct definition for vocabulary words by reading a word in a story or sentence and trying many possible definitions.
1	The student knows that the different derivations of a word may be recorded under the noun form.	. . . can locate and list adverbs, adjectives, etc., under the noun form in the dictionary.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will become familiar with the use of basic tools, equipment and materials associated with business, commercial and industrial activities.	The student . . . can utilize the dictionary to perform various tasks. . . . can identify when it might be necessary to use a dictionary in the stated activities.
7	The student will refine cognitive skills associated with problem solving.	. . . will use the dictionary in his/her own class activities.

DICTIONARY SKILLS

SAMPLE ACTIVITIES

1. Alphebetize a list of words
2. Practice using guide words for location
3. Pronunciation practice (key, stress, syllabication)
4. Choice of definitions (multiple listings, numerous definitions under one listing).

SUGGESTED RESOURCES

Dic - tion - ar - y Skilz
Mel Cebulash
Scholastic Book Services, 1972

Enjoying English 8
Wolfe, Hamilton and Doherty
Random House, 1970

Language For Daily Use
Harcourt, Brace, Jovanovich
New York, 1973

Contemporary English
Silver Burdett Co.
New York, 1976

LITERATURE GOALS

Grade 8

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed materials needed to succeed in his/her educational, vocational, and social interests and inquiries.
2. The student responds to language in subjective, analytic, and evaluative ways.
3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.
5. The student recognized that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.
11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.
2. The student knows himself/herself and develops a personal value system.
3. The student is able to use information in determining alternatives and reaching decisions.
4. The student perceives the relationship between education and life roles.
6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.
7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.
8. The student develops social and communications skills appropriate to career placement and adjustment.

LITERATURE GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student knows that the narrator may or may not be a character in the literary work.	. . . can distinguish the narrator as first person or third person in a story. . . . can state that if the narrator is not a character the point of view is third person or third person omniscient.
2	The student is able to use printing conventions such as quotation marks, spacing, and italics in interpreting literary works.	. . . can, through the use of voice inflection and pauses, orally demonstrate that a personal interpretation of a literary work has taken place.
2	The student is able to respond subjectively and honestly to a literary work.	. . . can, either orally or in written form, respond to literature in terms of personal likes and dislikes. . . . can explain why a literary work is liked or disliked in terms of empathy with characters, and as it relates to one's own good and bad life experiences.
2, 11	The student knows that a writer utilizes word connotation in order to give emotional depth and richness to the writing.	. . . can select specific words used by an author in a given work and can relate them to the work's characters.
2, 11	The student is able to expand his/her view of possibilities by identifying with people and situations encountered in stories.	. . . can list several new possibilities for various kinds of self growth and expansion, relating and comparing personal interests and abilities to those of story characters.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student is able to come to a conclusion about a character through what he/she says and does, what other characters say about him/her, and what the narrator tells the reader about that character.	The student . . . can describe, either orally or in written form, the personal make up of a story chracter (what the character is, what the character thinks he/she is, what others think of the character).
2	The student is able to identify personality characteristics that can be attributed to characters in stories.	. . . can compare personality characteristics of a story character with personalities of other students and/or self. (class clown, flirt, etc.)
2	The student knows ways in which an author creates mood; description of setting and characters, use of dialogue, creation of reader expectation, etc.	. . . can identify and locate creations of of mood within a given literary work. . . . can imitate an author's literary style in his/her own writing. . . . experiments in creating literary mood.
2	The student is able to relate the author's use of suspense and foreshadowing in creating tension that contributes to the reader's interest.	. . . can demonstrate word usage in literature by listing ways in which an author sets the mood (i.e. "Witching Hour" vs. "Midnight").
2,3,11	The student is able to come to a deeper understanding of self and others through the empathetic and active reading of literature.	. . . can suggest related ideas, actions and experiences while reading. ("this reminds me of . . .").

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2,3,5	The student is able to utilize the different points of view in literature as a means of looking at his/her own experience in a new light.	. . . demonstrates places in a story where he/she would "do things differently" than the character, noting how he/she differs from the character. . . . changes the outcome of a story as he/she changes actions of a character ("If you would do this differently than the character, what would be the result?")
2,11	The student is able to expand the range of his/her emotional responses by empathizing with the characters' feelings.	. . . reports on times within a story where characters have choices in actions, in relation to the outcome of the story. (e.g., if charactor hadn't acted in a particular way, what might have happened?).
2	The student knows that the short story deals with economy of language, details, characterization, and setting.	. . . can explain the difference between a short story, a novel and an anecdote.
2	The student knows that short stories deal with characters and plot in a concise manner which often involves suspense and surprise.	. . . can outline the sequence of a short story.
2	The student knows that the short story deals with a wide variety of plots, characters, and themes.	. . . can identify the plots of at least six different short stories. . . . can identify the themes of at least four different short stories.
2, 3	The student knows that the tall tale builds upon the exploits of a hero through exaggeration of his/her size, endurance, actions, speech, and importance.	. . . can distinguish between actual and mythical information in tall tales in terms of his/her personal experiences.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATORS/PERFORMANCE OBJECTIVE
		The student
2,3	The student knows that literature may be an effective vehicle for social protest.	. . . lists several examples of satire (exageration of present conditions). . . . writes an essay on social protest, taking a stand on a current issue. . . . locates social protests fables and identifies the human problems projected to animals.
2, 3	The student knows that literature reflects individual freedom which varies in degrees and types, and that there are social and legal contraints upon that freedom.	. . . cites consequences of story characters "carrying things too far".
3	The student knows that a writer may present his/her ethical values in many different ways.	. . . can state examples from literature of an author presenting ethical values through the type of literature being presented, a particular point of view, and the choice of setting and characters.
2,3	The student knows that literature reflects that individual loyalty may create a conflict between personal integrity and group commitment which may force one to question his/her own values as well as the group's and may require a choice that will lead to his/her rejection or destruction.	. . . describes the outcome of a literary character's anti social actions. . . . lists possible alternative outcomes, based on his/her own social and/or anti-social actions, related to personal values.
2,3	The student knows that literature reflects that social or group pressure to conform effects man's behavior, and may create conflicts between what seems right to the individual, and the group	. . . can compare a character's reactions to certain situations with one's own reaction, and can state (probable) outcomes of each. . . . can identify effect of a character's actions on other characters.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2,3	The student knows that whenever a character in literature speaks, he/she reveals some or all of the following: historical era, geographic origin, sex and age, education, socio-economic status, values.	. . . can categorize information related by a character as to historical era, geographic origin, sex and age, education socio-economic status, or values.
2,3	The student knows through literature that prejudice is based upon a preconceived and unreasonable judgement or opinion, usually an unfavorable one marked by fear, suspicion, intolerance, or hatred.	. . . can locate and describe a story where prejudice is found to be based on an unreasonable opinion, but is then proved to be unjustified. . . . can cite examples of prejudice in literature, and give possible reasons for it. i.e., author's background, education, family life, etc.
2,3	The student is able to [illegible] and cultural attitudes and customs other than [illegible]er own through a reading of literature.	. . . can cite differences between personal actions in a given situation and those of a story character. i.e., how one celebrates holidays, copes with death, etc. . . . can cite examples of how culture dictates a character's action.
1,2	The student is able to gain access to the past either by reading works written during a particular historical period or by reading works written about a period.	. . . can discuss customs of Shakespeare's time. . . . can discuss attitude of people living during Shakespeare's time . . . can relate differences in the language used, customs, and cultural attitudes between Shakespeare's time and the present.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student knows that a character in a play is revealed by: what others say, what he/she does, his/her appearance.	. . . can describe a character using what others say in a play. . . . can describe a character by assessing what the character does in a play. . . . can describe a character by what the character's appearance reveals.
2	The student knows that a scene is a subdivision of an act, and that each scene consists of a unit of action in which there is no change of place or break in the continuity of time.	. . . can write a one act play with one or more scene changes. . . . can summarize each scene in a one-act play.
2	The student knows that conflicts between individuals, ideas, and groups motivate action that then contributes to the plot of a literary text.	. . . can isolate conflicts of characters that lead to action. . . . can give examples of personal conflicts which led to action.
2	The student knows that figurative language is nonliteral.	. . . can identify a metaphor, simile, personification, hyperbole, and an apostrophe in writing and speech. . . . uses these in his/her own writing.
2	The student knows that plot is the scheme of action which includes the selection, arrangement, and progression of events from the beginning to the end of a play.	. . . can trace a sequence of events. . . . can isolate actions which lead to a final outcome in a play. . . . can locate climax and anti-climax.

LITERATURE GOALS

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize that learning is a continuous process occurring in and outside of school.	The student . . . chooses books for reading that reflects his/her interests outside of school, i.e., sports, motor bikes, horses, etc.
3	The student will understand that decision making includes responsible action in identifying alternatives selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.	. . . reads literature that illustrates this ("Price of the Head")
2	The student will recognize that when priorities and goals are planned, they are more likely to be attained.	. . . plans goals, and prepares a time line for their attainment. . . . reads and shares with peers stories about people who attain goals through careful preparation. i.e., sport figures, etc.
2	The student will use the knowledge that he/she can act independently to achieve some goals.	. . . attains identified goal(s) by individual effort attainment records. i.e., read one book a week . . . experiments to find and identify goals that can be achieved through individual effort.
2	The student will understand the need for short-range and long-range goals.	. . . can identify short-range goals for completing an assignment. . . . identify long-range goals for his/her future.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will understand that abilities/interests will affect his/her goals.	. . . can, using known abilities, choose goals (e.g., choose number of books to read.
8	The student will understand that both independent and group activities may be necessary for accomplishing tasks.	. . . cooperates in taking responsibility for individual reading assignments. . . . takes responsibility for reading assignments outside of class.
8	The student will understand that working independently may involve varying degrees of responsibility.	. . . can work up to or beyond requirements for outside reading.
2	The student will explore factors in life which tend to make everyone similar in behavior.	. . . can identify comparable action of different characters. i.e., behavior when confronted with death, surprise, being attacked, being lost.
1	The student will recognize relationships between himself/herself and others resulting from the performance of a job.	. . . in group work, takes responsibility to contribute to the attainment of a goal.
1	The student will understand that others rely upon him/her to complete an accepted task.	. . . assumes responsibility to the group to help finish a certain task. i.e., report on book, skit related to a story, etc. . . . offers constructive criticism to the group that facilitates goal attainment. . . . avoids wasting time that can be spent working toward goals.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will recognize role conflicts in his/her life.	. . . can point out conflicts in a play, can compare them with personal conflicts.
6	The student will discover how acquisition of material wealth has both positive and negative effects.	. . . can explain the differences between "hero" in Thurber's story, Paul Bunyan, or in the Slayer of Medusa.
1	The student will recognize the different value systems of others and their worth.	. . . can identify how anti-social values can hurt a character (as in Thurbers story).
7	The student will understand that due to the environment, it is not always appropriate to display behavior which reflects his/her usual environment.	. . . can record what happens to characters in literature who act contrary to societal wishes. i.e., Rip Van Vinkle
2	The student will recognize that self-knowledge is related to a set or system of values unique to him/her.	. . . can identify personal values and can compare them to those of Ichabod and Rip Van Winkle.
2	The student will recognize the need for a personal value system.	. . . can explain what affect personal values (although possibly different) have on Ichabod and Rip Van Winkle.
2	The student will realize how emotions can have both a negative and positive effect on his/her ability to accomplish tasks.	. . . can state examples of how Ichabod Crane's emotions effect his ability to accomplish tasks.
2	The student will use the knowledge that he/she is a part of his/her environment.	. . . can state how Rip Van Winkel and Ichabod Crane make decisions based on their environments.

LITERATURE

SAMPLE ACTIVITIES

1. Students must read a minimum of four books on their own. Encourgae students to set own goals.

2. Report orally or in writing on books read.

3. Read the following:
   "Legend of Paul Bunyan"
   "Adventures of Buffalo Bill"
   "The Gorgon's Head"
   "The Greatest Man in the World"

   a. "Legend of Paul Bunyan"
      1) discussion of story - Bunyan as a hero - Why his actions/feats.
      2) create original Paul Bunyan feat in writing.
      3) draw one of the imaginery creatures from the story.

   b. "The Adventures of Buffalo Bill"
      1) discussion of story - how did Bubbalo Bill get his name - was he same kind of hero as Paul Bunyan?

   c. "The Gorgon's Head"
      a) discussion of story - How does ____________ compare with Paul Bunyan and Buffalo Bill as a hero.

   d. "The Greatest Man in the World"
      1) discussion of story - how does Thurber feel about heros? How does his hero compare with others. Any modern day "anti-heros?"

SUGGESTED RESOURCES

Prose and Poetry Adventures, (Literature anthology)

Prose and Poetry Journey, (Literature anthology)

Literature II, Holt Rinehart, Winston, 1968

"A Midsummer Night's Dream" (available in classroom)

Basic Language   Messages and Meanings IV
Harper Row, 1973

Language for Daily Use
Hartcourt, et all, 1972

Enjoying English 9
Random House, 1966

Modern English in Action
Heath, 1975

Continued - 3. (d)

2) Choose modern hero or anti hero and write about how society deals with them (i.e., if writing about "hero" (ex. John Glenn, Hank Aaron, John Wayne, etc.) Make him/her into an anti hero in the story and then tell how society deals with him/her. Or choose modern anti hero (Muhammed Ali, Kissinger, Bob Riggs) and write of a lost unforgivable indescretion and how society deals with that person.

4. Read the following:
"Cask of Amontillado", Poe
"The Gold Bug", Poe
"The Fog Horn", Bradbury
"The Lady or the Tiger", Stockton

a. "The Gold Bug"
  1) Vocabulary words peculiar to time of story.
  2) quiz over story itself (after discussion)
  3) Code breaking activity

b. "Cask of Amontillado"
  1) vocabulary list from story
  2) quiz over story (after discussion)
  3) imitation of Poe's style for setting mood. (difference between describing old house from reporter's point of view (who wants the house torn down) old man's point of view (who grew up in house), and Poe's point of view (using house as a setting for a story.)

c. "The Lady or the Tiger"
  1) discussion of story
  2) quiz - one question: which was it? use story to back up opinion.

Continued - 4. (d.)

d. "The Fog Horn"

1) discussion of story using "facts" from magazine articles about Lock Ness, Sasquatch, etc. to talk about plausibility of Bradbury's story.

5. Read both of Irving's stories ("Sleepy Hollow" and "Rip Van Winkle")

6. Choose vocabulary from each story that was peculiar to the time period.

7. Discussion after reading of main characters (Ichabod Crane, Rip Van Winkle) - their difference to their society - failings - strong points, likeable or not? - like persons others students are familiar with? (either other story characters or real people and how other societies treated them) - destiny of each.

8. Introduction to reading drama

9. Introduction to Shakespeare - his life and his era Introduction to play.

10. Read play (one act at a time)

11. Discussion of figurative language: metaphor, simile, personification, hyperbole, apostrophe.
 How used in play?
 Student write figuative language.

12. Vocabulary quizes (choose words peculiar to Shakespear's time)

13. Oral reading of play and discussion of conflict and action, plot (quizes over acts as they are read (silently and aloud) and discussed)

SAMPLE HANDOUT

CODE BREAKING
(To go With "The Gold Bug")

Select a one-hundred word passage from reading lesson (other than "The Gold Bug"). Create a numerical alphabet code by assigning each letter of the alphabet a number between 1 and 26, chosen at random. For example, A might be 23, B, 22, C, 7, D, 15, E, 1, and so on. Transcribe the selected passage, word for word, into the numerical code. Make ditto master of the transcription and run off enough copies for all students. Distribute the copies and ask the student to try to break the code and decipher the message.

Tell them to follow the route that Legrande followed in the story for deciphering the code that led to the buried treasure.

Some rules to help them:

1. Isolate all the one-letter words in the text. Since there are only three one-letter words in English and since "a" is the most common of these, it follows that the number which appears alone in the text the greatest number of times probably represents that determiner.

Sample Handout - Code Breaking--continued
(some rules to help - continued)

2. Ask the students to study all the three-letter words next. If there is one such word that appears with unusually high frequency, it probably is the word "the".

3. The two-letter words should also be fairly easy to decipher, once "a" and "the" have been identified, since they contain many of the same letters: "an, at, in, it, on" and "to" all contain n's and t's, for example.

SAMPLE HANDOUT

LEARNING ACTIVITIES IN USING FIGURES OF SPEECH

A. Complete these comparisons with new ideas. Use each comparison in a complete sentence. If you use hyperbole, be sure that it is in keeping with your comparison--for instance, "eyes as large as moons," not "eyes as large as barns." Compare your work in class. Write on the blackboard comparisons that are judged most effective.

1. As old as (not the hills, not Methuselah)
2. As independent as. . .
3. As peaceful as. . .
4. As informal as. . .
5. As unromantic as. . .
6. As lovely as. . .
7. As common as. . .
8. As welcome as. . .
9. As fast as. . .
10. As excited as. . .

Learning Activities in Using Figures of Speech --continued

B. Change five of the preceding comparisons into metaphors or personifications. Go over your sentences in class.

C. In magazines or newspapers, find five examples each of similes, metaphors, and personifications. Advertisements make excellent use of figures of speech. For example, a well-known textile mill advertises this personification:

> The best-dressed beds wear our percales.

D. Turn these literal expressions into figurative language

1. Her eyes are blue.
2. I could not see the boats in the harbor because of the heavy mist.
3. She walked gracefully.
4. His hands are rough.
5. She talked incessantly.

ENRICHMENT

In the Index to Barlett's Quotations, find the entry Eyes. Of the references listed, look up at least ten containing a simile. a metaphor, or a personification about eyes. In a short talk to the class, tell what you discovered. Read the ones you like best, and tell why. Your Speech Score Card (page 54) and the guides on page 74 will help you give a good talk.